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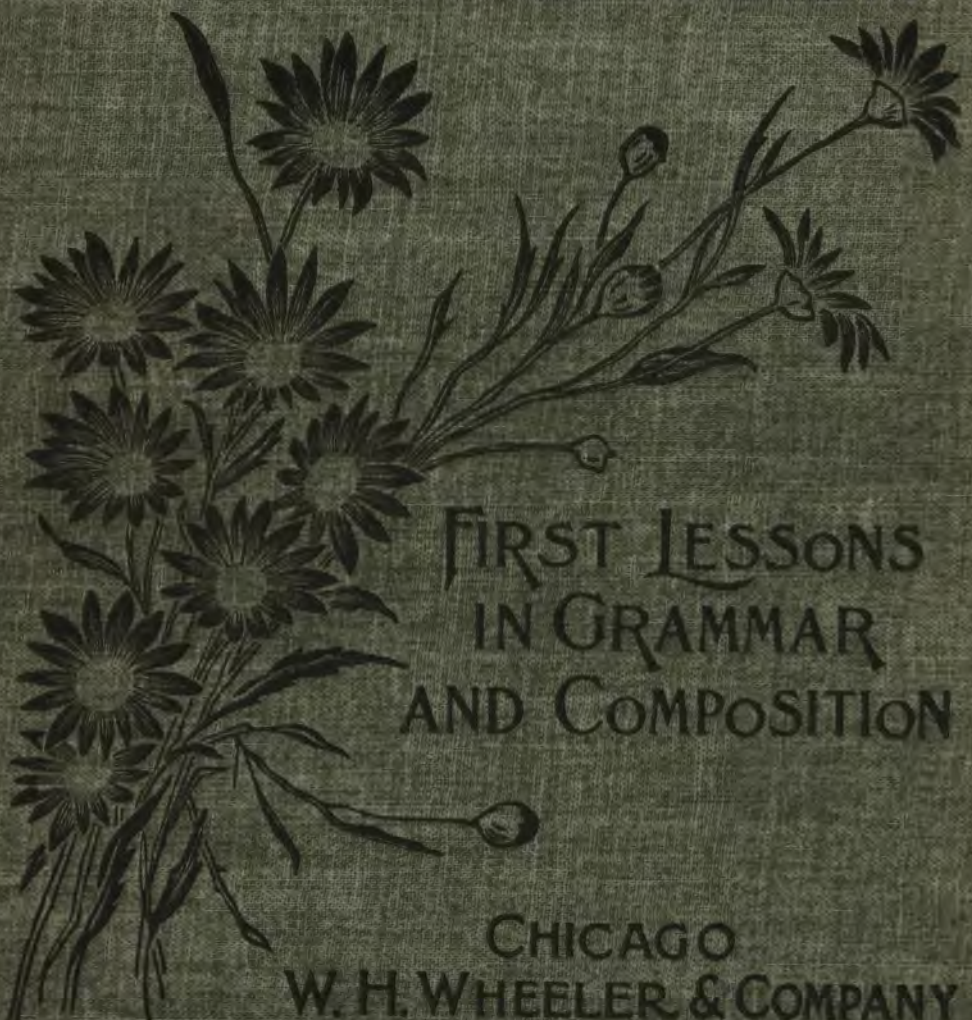

FIRST LESSONS IN GRAMMAR AND COMPOSITION

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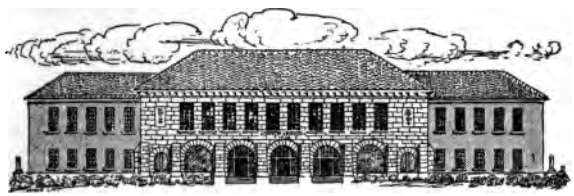

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WHEELER'S

GRADED STUDIES

IN

ENGLISH

First Lessons

IN

GRAMMAR AND COMPOSITION

JUST AS THE TWIG IS BENT THE TREE'S INCLINED

—*Alexander Pope*

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

CHICAGO

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PREFACE.

DURING the last quarter of a century, radical changes have been made in methods of teaching elementary English, and scores of text-books have been written on this subject. Authors have done much to improve instruction in English, and their work has been supplemented by thousands of thoughtful teachers.

From our colleges, our universities, and the press, however, still comes the complaint that pupils are graduated from the public schools without having acquired the art of speaking and writing correct English. One meets everywhere men and women who lament that they were not taught elementary English when they were young enough to master it.

It is agreed that the proper study of English should enable a pupil to understand the expressed thoughts of others, and to give expression to thoughts of his own; but there is a great difference of opinion as to the means to be used to attain this end.

In the preparation of "Graded Studies in English," the author has attempted to present theory and practice in just proportion and in their proper relation.

The lessons begin with a logical development of the relations of ideas as the foundation of all connected discourse. The sentence is presented as the unit of language. The relations of words in sentences are shown to be based on the relations of ideas in thought. Beginning with sentences of two words each, the development proceeds gradually with an explanation of each modifier as it is introduced, until the most complicated form of the sentence has been reached. By this process, the pupil forms the habit of noticing at a glance the chief words of a sentence, and of determining the exact office of each modifying word, phrase, and clause.

In the constructive work, the pupil's mind is directed at the very outset to the proper mode of expressing the relations of ideas. Many of the exercises are especially designed for this purpose. The pupil is taught to perceive not only the relation of idea to idea, but also that of thought to thought, and to group the expressions of related thoughts into paragraphs.

Subjects for composition with appropriate outlines are given throughout the book. These furnish the pupil abundant exercise for acquiring readiness and correctness in the application of the rules of grammar, and for developing his power of thought and expression. The more frequently the pupil writes the correct form, the better; for the hand has a memory of its own, and the mere act of writing a given form tends to fix it in memory.

An important feature of the book is the great number and variety of carefully chosen literary selections. These serve

not only as memory gems and grammatical exercises, but also as a means of educating the pupil in the use of a higher and better English style. A good English style is not to be acquired by the study of grammar so much as by a familiarity with the works of the great masters of expression. A faithful study of these models will exert a great influence on the pupil's thought and manner of expression, and inspire him with a love of beauty and harmony in language.

Pupils will like to know about the authors of the selections, and will easily remember their names, their dates, their most famous works, some traits of their characters and incidents of their lives. Learning these in connection with each selection will be good preparation for the study of the history of literature.

In the preparation of this little book, the author has received suggestions from many teachers, to whom he gratefully acknowledges his indebtedness. He also takes pleasure in acknowledging his great indebtedness to his critic, the distinguished Prof. Francis A. March, of Lafayette College. Acknowledgments are due to Houghton, Mifflin & Co. and The Bowen-Merrill Co. for permission to use selections from their publications.

To read the English language well, to write with dispatch a neat, legible hand, and to be master of the first rules of arithmetic, so as to dispose of, at once, with accuracy, every question of figures which comes up in practice, — I call this a good education. And if you add the ability to write pure grammatical English, I regard it as an excellent education. These are the tools. You can do much with them, but you are helpless without them. They are the foundation; and unless you begin with these, all your flashy attainments are ostentatious rubbish. — EDWARD EVERETT.

GRADED STUDIES IN ENGLISH.

PART I.

LESSON 1.

IDEAS.

How many senses have we?

What are their names?

By which sense do we perceive color?

What do we perceive by the sense of hearing?

What do we perceive by each of the other senses?

Think of some object you saw on your way to school.

Describe it.

Since you have described it, we know that you have in your mind what we call an *idea.*

Describe something so as to show that you have an idea of *size.*

How do you get the idea of *roughness* or of *hardness?*

How do you get the idea of *sweetness,* of *bitterness,* or of *sourness?*

LESSON 2.

SIGNS OF IDEAS.

What do you think of when you hear the word *knife?*

Do you have the same idea in your mind when you see the word *knife?*

Describe what you have in your mind when you hear or see the word *horse;* the word *running;* the word *leaf;* the word *falling.*

We may denote ideas by means of words. So when we hear or see a word, the idea denoted by the word arises in the mind.

Because of this, one person may make his ideas known to another person by simply speaking or writing certain words.

RELATED IDEAS.

When we see a horse running, we perceive a connection between the two things, *horse* and the *act of running*, and we say these two things are related.

Likewise, the idea of *horse* and the idea of *running* are connected in the mind, and we say these two ideas are related.

In the same way, we say the words are related which we use to express these two ideas.

We express related ideas by combining words in groups.

RELATED IDEAS.

Place the words of the following exercise in groups so that each group shall make sense; as, Winter departs.

Place two words in each group.

Begin each group with a capital letter.

Place a period after each group.

winter chirp spring grows rain sing ice buzz streams melts frogs graze grass departs cattle returns flowers falls bees croak birds flow crickets bloom

Does each group express related ideas?

Does each group make sense?

Does each group make *complete* sense?

Can you express related ideas by grouping *melts* and *grows?* by grouping *grass* and *ice?* by grouping *streams* and *bloom?*

Make these groups read more smoothly by adding other words and joining some of the groups; as, Spring returns and flowers bloom.

Supply words that you can group with the following words so as to express related ideas. Place two words in each group.

showers brooks seeds plants buds orchards

Blooming spring unbends the brow
Of surly, savage winter. — ROBERT BURNS.

Spring hangs her infant blossoms on the trees,
Rocked in the cradle of the western breeze.
— WILLIAM COWPER.

LESSON 4.

RELATED IDEAS.

Place the words of the following exercise in groups so that each group shall make sense.

Place two words in each group.

Use no capital letters.

Use no marks of punctuation.

departing crickets returning bees falling flowers melting birds flowing winter croaking cattle growing ice grazing grass blooming rain buzzing streams singing spring chirping frogs

Does each group express related ideas?

Does each group make sense?

Does any group make complete sense?

Can you express related ideas by grouping *falling* and *singing*? by grouping *rain* and *cattle*? by grouping *grass* and *buzzing*?

Write a composition on *Spring*.

OUTLINE.

1. Spring months.
2. Changes of spring.
3. Labors of spring.
4. Sports of spring.

Spring unlocks the flowers to paint the laughing soil. — REGINALD HEBER.

The glad birds are singing,
The gay flowerets springing,
O'er meadow and mountain, and down in the vale.

— BERNARD BARTON.

RELATED IDEAS.

Group the words of the following exercise as in the preceding lessons.

Begin with a capital letter and end with a period each group that makes complete sense.

larks twinkle bears revolve ships soar serpents blow winds growl stars hiss wheels sail

gems tender pupils babbling cymbals fluent tinkling plants studious brooks sparkling speech

Supply words that you can group in the same way with the following words:

robins dogs fishes stoves meadows hail groves hills rocks ants snails corn wasps

hilly noisy sweet tall black red good swinging small floating heavy growing

Which groups make complete sense?

A group of words that makes complete sense is called a sentence.

Every sentence should begin with a capital letter.

The night is calm and cloudless,
And still as still can be,
And the stars come forth to listen
To the music of the sea.

— HENRY WADSWORTH LONGFELLOW.

LESSON 6.

SUBJECT AND PREDICATE.

Group the related words of the following exercise in sentences of two words each.

sap appears trees open branches adorn foliage ascends buds spread blossoms grow
plowmen grind sowers thresh seeds reap grain plow reapers sow threshers ripens millers germinate

Which word in each sentence names that about which something is said? Which word tells what is said?

The word or group of words which names that about which something is said, is called the subject of the sentence.

The word or group of words which tells what is said, is called the predicate of the sentence.

Write a composition on *Trees*.

OUTLINE.

1. Parts of a tree.
2. Parts through which it receives nourishment.
   - *a.* Roots.
   - *b.* Leaves.
3. Uses of trees.
   - *a.* To furnish timber for building.
   - *b.* To bear fruit for food.
   - *c.* For ornament or shade.

Now Nature hangs her mantle green
On every blooming tree.—ROBERT BURNS.

SENTENCE BUILDING.

Use the words of the following exercise as subjects of sentences, and supply predicates.

Form sentences of two words each.

Form as many sentences as you can with each subject by supplying different predicates.

MODEL. — Frogs ——. Frogs croak. Frogs leap. Frogs swim. Frogs dive. Etc.

birds horses men boys pupils girls teachers farmers hunters bakers carpenters merchants doors

Use the words of the following exercise as predicates of sentences, and supply subjects.

Form as many sentences as you can with each predicate by supplying different subjects.

MODEL. — —— swim. Fishes swim. Dogs swim. Boys swim. Horses swim. Etc.

run fly walk sing talk study fall teach recite open shut sail rattle roar ring climb

In the same manner, supply subjects or predicates to each of the following words:

windows cry bears buy wolves crawl sheep work flags fight bees bark winds chirp foxes row fires turn lamps rise apples command trains shout leaves flow

LESSON 8.

ANALYSIS OF SENTENCES.

Tell how each word is used in the following sentences:

Summer smiles.
Sunshine warms.
Heat expands.
Vapor rises.
Day advances.
Evening approaches.
Daylight fades.
Night falls.

Stars appear.
Plants revive.
Cold contracts.
Moisture condenses.
Dew forms.
Morning dawns.
Sunlight gleams.
Dewdrops sparkle.

How many parts do you find in each sentence? Name each part.

Naming the parts of a sentence and telling the use of each part, is called analysis.

Write a composition on *Dew*.

OUTLINE.

1. Moisture in the air.
2. When the air contains most moisture.
3. Effect of cooling the air.
4. Why there is most dew on clear nights.
5. What dew becomes on very cold nights.

The dewdrop in the breeze of morn,
Trembling and sparkling on the thorn,
Falls to the ground, escapes the eye,
Yet mounts on sunbeams to the sky.

—JAMES MONTGOMERY.

PARAGRAPHS.

Group the related words of the following exercise in sentences of two words each.

Place all sentences relating to the same topic in a group by themselves.

whistles instruct workmen recite wheels study
hammers nod sparks waves anvils rustle winds
hasten leaves turn grass fall flowers blow
scholars fly classes ring teachers blow

How many groups of sentences have you formed, and why? What is the topic of each group?

A sentence or a group of sentences relating to a single topic is called a paragraph.

The first word of a paragraph should begin a new line, and should be written a little farther from the edge of the page than the other lines. This is called *indentation.*

Write a composition on *School.*

OUTLINE.

1. What a school is.
2. Importance of schools.
3. Most useful studies.
4. Duties of pupils.

There in his noisy mansion, skill'd to rule,
The village master taught his little school.

— OLIVER GOLDSMITH.

THE NOUN.

Group the related words of the following exercise in sentences of two words each.

Arrange the sentences in paragraphs.

armies reigns banners twinkle drums falls
foes departs officers fades cannon lengthen
bugles beat soldiers wave victors march
shadows meet sunlight command day roar
darkness blow stars charge silence shout

Point out each word used as the name of something.

A word used as a name is called a noun.

The word *noun* is the name of one of the classes into which words are divided.

These classes are eight in number, and are called parts of speech.

Write a composition on *The Battle of Bunker Hill.*

OUTLINE.

1. Date and place of the battle.
2. By whom fought.
3. Description of the battle.
4. Losses on each side.

'Twas on a starry night in June, the air was soft and still,
When the "minute-men" from Cambridge came, and gathered on the hill. — FREDERICK S. COZZENS.

Point out the nouns in the following exercise:

Not far from Cincinnati in the state of Ohio, is a large and beautiful sycamore, called the Cary tree.

This tree was planted in the year 1832 by Alice and Phœbe Cary, who were then little girls, Alice being twelve years old and Phœbe eight.

One day in the spring of that year, as they were on their way home from school, they found a little tree which had been thrown into the road.

Their first thought was to plant it; so they dug a hole by the roadside, and in this they set the little tree and pressed the earth about it with their feet.

Then they watched day by day to see whether it would grow; and when they saw the buds swell and the leaves begin to appear, they were very happy.

"It grew and thrived, and came to be
To all around the Cary tree."

Many years afterward, Alice and Phœbe Cary moved to New York city, where they wrote many beautiful poems which made them famous. They often returned to their old home, but they never failed to visit the tree which they had planted in their childhood.

Light as the down of the thistle,
Free as the winds that blow,
We roved there, the beautiful summers,
The summers of long ago. — ALICE CARY.

LESSON 12.

THE VERB.

Group the related words of the following exercise in sentences of two words each.

Arrange the sentences in paragraphs.

bells navigate firemen fight horses ascend
engines build streams trade flames plead
danger hasten teachers gallop lawyers ring
merchants subside masons teach soldiers ends
sailors arrive

Analyze each sentence. Point out each word that asserts, or declares, something.

A word that expresses the idea of action, being, or state of being, is called a verb.

The most important use of the verb is to assert, or declare, something.

Write a composition on *Firemen.*

OUTLINE.

1. Why firemen are needed.
2. How they respond to a fire-alarm.
3. How they put out a fire.
4. Dangers of their occupation.
5. Qualities of a good fireman.

And loudly the fire-bells were clanging, and ringing
their funeral notes;
And loudly wild accents of terror came pealing from
thousands of throats. — WILL CARLETON.

VERB-PHRASES.

Form sentences by combining the related words and groups of words in the following exercise:

light – will sparkle – darkness – will glisten – morn – is disappearing – sunlight – is breaking – meadows – is appearing – brooks – will gleam

day – should have been rewarded – flowers – must have been gathered – bees – has advanced – honey – have opened – labor – have been working

Analyze each sentence.

How many words are used in each predicate to tell something about the subject?

Sometimes the verb consists of more than one word.

When the verb consists of more than one word, it is called a verb-phrase.

Write a composition on *Morning*.

OUTLINE.

1. What morning is.
2. In what manner light makes its appearance.
3. Why meadows glisten.
4. Description of some morning-scenes.

But look, the morn, in russet mantle clad,
Walks o'er the dew of yon high eastern hill.

— WILLIAM SHAKESPEARE.

Point out the nouns and verbs, including verb-phrases, in the following exercise:

Beavers build themselves most curious huts to live in, and quite frequently a great number of these huts are placed close together, like the buildings in a town.

They always build their huts on the banks of rivers or lakes, for they swim much more easily than they walk, and prefer moving about in the water.

When they build on the bank of a running stream, they make a dam across the stream for the purpose of keeping the water at the height they wish.

These dams are made chiefly of mud, stones, and branches of trees. They are sometimes six or seven hundred feet in length, and are so constructed that they look more like the work of man than of little dumb beasts.

Their huts are made of the same material as the dams, and are round in shape. The walls are thick, and the roofs are finished off with a thick layer of mud, sticks, and leaves.

They obtain the wood for their dams and huts by gnawing through the branches of trees, and even through the trunks of small ones, with their sharp teeth. They peel off the bark and lay it up in store for winter use. — MORAN.

THE PRONOUN.

Form sentences by combining the related words and groups of words in the following exercise.

Form as many sentences as possible by making different combinations with the same word or group of words.

I – are singing – it – must have written – we – has been raining – you – am writing – he – will go – is writing – she – shall go – reads – has been reading – they – write – must go – had written

Analyze each sentence. Are the subjects of these sentences nouns?

Sometimes instead of a noun *I*, *you*, *he*, *she*, or *it* is used to denote a person or a thing.

A word used instead of a noun is called a pronoun.

In writing the pronoun *I*, a capital letter should always be used.

Write a composition on *Beavers*.

OUTLINE.

1. In what countries the beaver is found.
2. Short description of the beaver.
3. Use made of the beaver's fur.
4. Why and how the beaver builds dams.
5. How the beaver builds his house.
6. What the beaver uses for food.

LESSON 16.

THE ADJECTIVE.

Form sentences by combining the related words and groups of words in the following exercise:

timid deer – are shouting – fleet hounds – are sounding – eager hunters – are fleeing – shrill horns – ring – woodland echoes – are pursuing

this deep ditch – must be forded – that thick hedge – must be crossed – yon swift stream – must be cleared

the leafy forest – has vanished – the last pursuer – have ceased – all exciting sounds – has been reached

Which words describe objects? Which point out objects? Which limit objects in other ways?

Words used to limit the meaning of other words are called modifiers.

A word used to modify a noun or a pronoun is called an adjective.

Write a composition on *Hunting*.

OUTLINE.

1. Why men hunt and kill wild animals.
2. Chief kinds of game in the United States.
3. Is it right to hunt merely for sport?
4. Is it right to kill game for food, etc.?

Oft listening how the hounds and horn
Cheerly rouse the slumbering morn.

—JOHN MILTON.

Point out the nouns, verbs, pronouns, and adjectives in the following exercise:

There was once a child that strolled about a great deal and thought of many things. He had a little sister, too, who was his constant companion. They wondered at the beauty of the flowers; at the height and blueness of the sky; at the depth of the water; and at the goodness and power of God.

Sometimes they used to say to each other: "Suppose all the children on earth were to die, would the flowers, the water, and the sky be sorry?" They believed they would. "For," said they, "the buds are the children of the flowers, the little streams are the children of the water, and the smallest bright specks in the sky must be the children of the stars; and they would all be grieved to see their playmates, the children of men, no more."

There was one bright star that used to come out in the sky before the rest, near the church-spire. Every evening, standing hand in hand at the window, they watched for this star, and whichever saw it first cried out, "I see the star!"

—"A Child's Dream of a Star." (*Adapted.*) CHARLES DICKENS.

When from the blue sky traces of the daylight
Fade, and the night-winds sigh from the ocean,
Then on thy watch-tower beautiful thou shinest,
Star of the Evening! — DAVID M. MOIR.

LESSON 18.

PREDICATE ADJECTIVE.

Form sentences by combining the related groups in the following exercise:

the sky – is pleasant – the air – is bright – the meadows – are busy – the shady forest – is warm – feathered songsters – are open – fragrant flowers – are green – industrious bees – are melodious

wintry winds – are exhilarating – the winter air – is deep – the drifting snow – is cold – the snow-clad hills – are piercing – winter nights – are cheerful – glowing firesides – are white – winter sports – are long

Analyze each sentence. Of what does each predicate consist? What does each adjective in the predicate denote?

An adjective forming part of the predicate and denoting a quality belonging to the subject, is called a predicate adjective.

Write a composition on *Winter Sports*.

OUTLINE.

1. Chief winter sports.
2. Description of skating.
3. Description of coasting.
4. Description of a battle with snowballs.
5. Benefit of winter sports.

The moonlit skater's keen delight,
The sleigh-drive through the frosty night.

—JOHN GREENLEAF WHITTIER.

PREDICATE NOUN.

Analyze each of the following sentences:

1. Robert Burns was a gifted Scottish poet.
2. William Shakespeare was an Englishman.
3. Thomas Edison is a noted American inventor.
4. Raphael was a celebrated painter.
5. John Milton was a great English poet.
6. Julius Cæsar was a brave Roman general.
7. George Washington was a distinguished patriot.

Of what does each predicate consist? Which word in each predicate denotes the same person or thing as the subject?

A noun forming part of the predicate and denoting the same person or thing as the subject is called a predicate noun.

A pronoun may also be used in the same manner as a predicate noun.

Ex. It is I. It is he. It is she. It is they.

Write a composition on *Patriotism.*

OUTLINE.

1. What patriotism is.
2. Why Washington is called a patriot.
3. What we owe to patriots.
4. Why we should love our country.

Breathes there the man with soul so dead,
Who never to himself hath said,
"This is my own, my native land!"

— SIR WALTER SCOTT.

LESSON 20.

POSSESSIVE MODIFIER.

Form sentences by combining the related groups in the following exercise:

our country's flag – its starry folds – toil's busy cares – freedom's hosts – spring's choicest flowers – nature's fairest garlands – soldiers' graves – patriots' brave deeds – heroes' praises – a nation's tribute

have ceased – will be decorated – are assembling – is unfurled – have been gathered – will be sung – are streaming – have been woven – will be honored – will be given

Point out each word that denotes a possessor, or owner. To what part of speech does each of these words belong? With what does each of these nouns end?

A noun or a pronoun that denotes possession is called a possessive modifier.

Write a composition on *Our Flag.*

OUTLINE.

1. What flag is meant.
2. Description of the flag.
3. Present number of stars.
4. Meaning of its stars.
5. Meaning of its stripes.
6. Our duty to the flag.

Flag of the free heart's hope and home,
By angel hands to valor given;
Thy stars have lit the welkin dome,
And all thy hues were born in heaven.

— JOSEPH RODMAN DRAKE.

EXPLANATORY MODIFIER.

Analyze each of the following sentences:

1. Milton the poet was blind.
2. The poet Burns was a Scotchman.
3. The emperor Nero was a tyrant.
4. Columbus, the world's greatest discoverer, was an Italian.
5. Sir Walter Raleigh, Queen Elizabeth's favorite courtier, was beheaded.
6. Socrates, the celebrated Grecian philosopher, was poisoned.
7. George Washington, the first American president, was a Virginian.
8. Julius Cæsar, the great Roman general, was assassinated.

Point out each noun used to explain another noun. Observe the punctuation carefully.

A noun used to explain another noun is called an explanatory modifier.

An explanatory modifier is said to be in apposition with the noun explained.

An explanatory modifier usually follows the noun which it explains.

Ex. Henry the king; Burns, the Scotch poet.

The explanatory modifier should be set off by commas when it is itself modified by other words than *the*.

Study the picture on the opposite page until you can give a good oral description of it.

Write a composition on *Summer*.

Use the following outline:

1. Cause of summer.
2. Summer months in the North Temperate Zone.
3. Summer months in the South Temperate Zone.
4. Lands where it is always summer.
5. Some of the chief labors of summer.
6. Some of the chief products of summer.
7. Enjoyments of summer.
8. Great summer holiday.

Bright summer comes along the sky,
And paints the glowing year;
Where'er we turn the raptured eye,
Her splendid tints appear. — LEIGH HUNT.

Who would summer pleasures try,
Let him to the meadows hie.
O'er the mountain, in the vale,
Gladsome sounds and sights prevail;
In the fields fresh flowers spring,
In the groves the robins sing;
Thro' the branches of the trees
Gently sighs the summer breeze.
In the leafy month of June,
Nature's voices, all in tune,
Sweetest harmonies awake
Over forest, field, and lake. — MORRIS.

KOCH.

SUMMER.

THE ADVERB.

Form sentences by combining the related words and groups in the following exercise:

the wind – is falling steadily – dark clouds – are rising rapidly – rain – is blowing fiercely – loud thunders – gaze silently – lightnings – are moving swiftly – streams – peal incessantly – earth's awed inhabitants – brightly flash

Analyze each sentence. Point out each word used to modify a verb.

A word used to modify a verb, an adjective, or an adverb, is called an adverb.

Many adverbs are formed from adjectives by adding *ly*.

Ex. Fierce, fiercely; bright, brightly.

Some adjectives and adverbs have the same form.

Ex. That is a *fast* horse. The horse runs *fast*.

Write a composition on *Thunder-storms*.

OUTLINE.

1. Description of a thunder-storm.
2. Danger from thunder-storms.
3. Benefits from thunder-storms.

Far along,
From peak to peak, the rattling crags among,
Leaps the live thunder. — GEORGE GORDON BYRON.

LESSON 24.

THE ADVERB.

Form sentences by combining the related words and groups of words in the following exercise:

bees – are blossoming almost everywhere – the busy bee – is nearly full – fragrant flowers – are exceedingly industrious little insects – their cups – are very quickly filled – the ever patient toiler – flies forth quite early – its little baskets – stand invitingly open – the richly laden gatherer – searches most diligently – its wonderful storehouse – flies swiftly homeward

Point out each adverb that modifies a verb. Point out each adverb that modifies an adjective. Point out each adverb that modifies an adverb.

Write a composition on *Honey-bees.*

OUTLINE.

1. Why bees are said to be industrious.
2. What they do with drones.
3. Where they find honey.
4. Where they store it.
5. Use of bees to man.

Honey-bee, honey-bee, where are you going?
"To fill my basket with precious pelf;
To toil for my neighbor as well as myself;
To find out the sweetest flower that grows,
Be it a thistle, or be it a rose —
A secret worth the knowing!"

—MARY N. PRESCOTT.

DIRECT AND INDIRECT OBJECT.

Analyze the following sentences:

1. John bought a new book.
2. The hail destroyed the plants.
3. The poor little girl sold flowers.
4. The lightning struck the old oak-tree.

Point out each word denoting the receiver of the action performed by the person or thing denoted by the subject.

A word or a group of words denoting that which receives the action performed by the person or thing denoted by the subject, is called the direct object of the verb.

Analyze the following sentences:

1. Henry gave his brother a knife.
2. Alfred's father has bought him a wheel.

Point out each direct object. What word in each sentence denotes the person *to whom* or *for whom* the action is performed? Does this word stand before, or after, the direct object?

A noun or a pronoun used before a direct object to denote the person *to whom* or *for whom* the action is performed, is usually called the indirect object of the verb.

Analyze the following sentences:

1. The sun gives us light.
2. Mary brought her teacher a bouquet.
3. Mr. B. is building himself a new house.

LESSON 26.

DECLARATIVE SENTENCES.

Form sentences by combining the related words and groups of words in the following exercise:

deep voices – raise the heavy anchors – hardy sailors – cleaves the foaming waves – strong arms – shout stern commands – a favoring wind – is no longer visible – the huge vessel – fades away – her sharp prow – fills the ship's white sails – the distant landscape – moves majestically seaward – land – climb the towering masts

Which sentences affirm something? Which sentence denies something?

Write five sentences that deny something.

A sentence used to affirm or deny is called a declarative sentence.

A declarative sentence should be followed by a period.

Write a composition on *Ships*.

OUTLINE.

1. Attractions of the ocean.
2. Importance of ships.
3. Charms of a sailor's life.
4. Hardships and dangers of a sailor's life.

Sail on, O mighty ship, sail on!
The ocean tempest brave;
Thy precious freight of human lives
Bear safely o'er the wave. — MORRIS.

INTERROGATIVE SENTENCES.

Analyze the following sentences:

1. Who was Christopher Columbus?
2. When did he become a sailor?
3. Why did he visit Portugal?
4. Why did he afterward visit Spain?
5. What offer did Queen Isabella make?
6. How many ships did Columbus obtain?
7. When did he set sail?
8. What land was first discovered?
9. When did Columbus again see Spain?
10. How was he received?

Are these sentences used to affirm or deny anything? For what are they used? By what mark is each followed?

A sentence used to ask a question is called an interrogative sentence.

An interrogative sentence should be followed by an interrogation point.

Write five interrogative sentences.

Write a composition on *The Discovery of America*, using the ten questions above as an outline.

Bold sailor, to the west thy star
Of destiny doth lead afar.
Sail on, and on the scroll of fame
Shall be inscribed thy humble name.

—JOHANN C. F. SCHILLER. (*Adapted.*)

LESSON 28.

IMPERATIVE SENTENCES.

Analyze the following sentences:

1. Seize the prisoner.
2. Storm the fortress.
3. Unfurl the banner.
4. Do not bear false witness.
5. Obey your parents.
6. Do not steal.
7. Hear my sad story.
8. Give me a penny.
9. Study diligently.
10. Recite promptly.

Which sentences express commands? Which express entreaty? Which express advice? By what mark is each sentence followed? Do you find a subject expressed in any sentence?

A sentence used to express command, entreaty, or advice, is called an imperative sentence.

The subject of an imperative sentence is usually a pronoun, but it is seldom expressed.

An imperative sentence should be followed by a period or an exclamation point.

Write five imperative sentences.

Woodman, spare that tree!
Touch not a single bough!
In youth it sheltered me,
And I'll protect it now. — GEORGE P. MORRIS.

EXCLAMATORY SENTENCES.

Form sentences by combining the related words and groups in the following exercise.

Place an exclamation point after each sentence.

what a beautiful night – the horses go – how brightly – they make – how the white snow – ring – how the merry sleighbells – enjoy the sport – what pleasant music – this is – how fast – the moon shines – how the happy voices – jingle – how all – glistens

Can you tell what is expressed by each sentence you have written?

A sentence used to express sudden or strong emotion, is called an exclamatory sentence.

An exclamatory sentence should be followed by an exclamation point.

Write five exclamatory sentences.

Write a story about *A Sleigh-ride.*

Hear the sledges with their bells, —
Silver bells; —
What a world of merriment their
Melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars that oversprinkle
All the heavens seem to twinkle
With a crystalline delight. — EDGAR ALLAN POE.

Study the picture on the following page until you can give a good oral description of it.

Write a composition on *Autumn*.

Use the following outline:

1. The autumn months.
2. Changes that take place in autumn.
3. Enjoyments of autumn.
4. Great autumn holiday.

Swift summer into the autumn flowed,
And frost in the mist of the morning rode.

— PERCY BYSSHE SHELLEY.

The hills are bright with maple yet;
But down the level land
The beech-leaves rustle in the wind,
As dry and brown as sand.

The clouds in bars of rusty red
Along the hilltops glow,
And in the still, sharp air the frost
Is like a dream of snow. — ALICE CARY.

The first sharp frost had fallen, leaving all the woodlands gay
With the hues of summer's rainbow, or the meadow flowers of May.
No sound was in the woodlands, save the squirrel's dropping shell,
And the yellow leaves among the boughs, low rustling as they fell. — JOHN GREENLEAF WHITTIER.

H. SALENTIN.

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AUTUMN.

Classify all sentences in the following exercise:

The particles which fly off from the surface of the ocean, rise, and appear for the moment to be gone.

But their work is only just begun. Let us follow them in their wonderful career. For they will return in rain, in dew, in hail, or in snow.

How beautiful is the dew! Have you not seen it sparkling on the grass like diamonds?

But how did it come upon the blades of grass? In obedience to one of Nature's laws.

During the night, each blade of grass gives out a portion of heat into the air, but receives none from the air again. So the blades of grass become colder than the air. In this state of coldness, they can not take in the moisture that comes upon them from the atmosphere. So it is deposited on them in pearly drops.

If there are clouds in the sky, the clouds throw back the heat to the earth and prevent it from being lost in space. Thus on cloudy nights there is little or no dew.

In windy weather, there can be no dew. The air next to the ground is constantly being blown away before it has time to get cold enough to deposit dew. — MARY KIRBY.

I must go seek some dewdrops here,
And hang a pearl in every cowslip's ear.

— WILLIAM SHAKESPEARE.

LESSON 32.

PREPOSITIONS.

Classify the following sentences:

1. How snugly the old gardener's cottage stands at the foot of yonder hill.
2. See that large bed of pretty flowers in the front yard near the gate.
3. Over the front door of the cottage is a trailing vine.
4. On the gently sloping hillside behind the cottage is the old man's garden.
5. Do you not see the old gardener himself among the plants with his hoe?

What word is used to show the relation of *foot* to *stands*? of *hill* to *foot*? Point out each word used to show the relation of a noun or of a pronoun to some other word.

A word used merely to show the relation of a noun or a pronoun to some other word, is called a preposition.

A noun or a pronoun with the preposition showing its relation to some other word, is called a prepositional phrase.

A phrase is a group of related words that does not contain a subject and a predicate.

> And the Spring arose on the garden fair,
> Like the Spirit of Love, felt everywhere;
> And each flower and herb on Earth's dark breast
> Rose from the dreams of its wintry rest.
>
> —Percy Bysshe Shelley.

ADJECTIVE PHRASES.

Form sentences by combining the related groups in the following exercise:

the light of morning – falls upon the ear of the wayfarer – the darkness of night – gilds the lofty peaks of the mountains – the abodes of men – greet the coming of the King of Day – the songs of birds – show signs of awakening life – the lowing of cattle – recedes before the approach of dawn – the hum of busy insects – awakens the echoes of the hills – all the voices of nature – enliven the solitude of the forest

Point out each prepositional phrase, and tell what word it modifies.

Prepositional phrases are generally used as modifiers.

When a phrase describes or limits a noun or a pronoun, it is called an adjective phrase.

Of is oftenest the preposition of an adjective phrase.

Write a composition on *Sunrise*.

OUTLINE.

1. Meaning of sunrise.
2. Why the sun seems to rise.
3. Why it rises in the east.
4. When the sun looks largest, at sunrise, or at noon.
5. When it rises earliest.

Gay the sun's golden eye
Peeped o'er the mountain high. — ROBERT BURNS.

LESSON 34.

ADVERBIAL PHRASES.

Form sentences by combining the related words and groups in the following exercise:

how the yellow grain – will make the flour into bread – in his mill – how fast the toiling reapers – will grind the wheat into flour – in the bright sunlight – threshers – gather the golden grain – for the food of man – the miller – waves – from the straw – bakers – will separate – the plump kernels of wheat – into sheaves

Point out each prepositional phrase, and tell what word it modifies.

A phrase that modifies a verb, an adjective, or an adverb, is called an adverbial phrase.

Write a composition on *Wheat.*

OUTLINE.

1. Importance of wheat.
2. How wheat is raised.
3. How it is harvested.
4. How it is made into flour.
5. Principal wheat-growing states.

"Behind the bread is the snowy flour;
Behind the flour is the mill;
Behind the mill the growing wheat
Nods on the breezy hill;
Over the wheat is the glowing sun,
Ripening the heart of the grain;
Above the sun is the gracious God,
Sending the sunlight and rain."

EXERCISE ON THE CLASSIFICATION OF PREPOSITIONAL PHRASES.

Form sentences by combining the related words and groups of words in the following exercise:

every beginning – is conducive to long life – the coward – is kind to the unfortunate – a soldier's life – is nowhere in sight – temperance – is full of danger – the merciful man – is often boastful of his own prowess – the ship – is difficult to young learners

Point out each prepositional phrase in the sentences you have formed, and tell what word it describes or modifies.

Point out and classify as adjective or adverbial all prepositional phrases in the following sentences:

1. The voice of the judge trembled with emotion.
2. The hearers listened with impatience to the harangue of the speaker.
3. The lives of the explorers were put in great danger by this accident to their ship.
4. Large drops of rain beat without ceasing against the window-panes of the cottage on the hillside.
5. The billows dashed with fury over the deck of the stranded vessel.
6. The rays of the sun beat without mercy upon the heads of the weary travelers.
7. The roaring of wild beasts was heard in the depths of the forest.

LESSON 36.

PUNCTUATION OF PREPOSITIONAL PHRASES.

Analyze the following sentences:

1. The sailors, after many unsuccessful attempts, effected a landing.
2. The pupils' answers, with very few exceptions, were correctly given.
3. In compliance with your request, I send you this copy of Milton.

The prepositional phrase regularly follows the word which it modifies.

When placed out of its natural order or when loosely connected with the rest of the sentence, the prepositional phrase is usually set off by a comma or commas.

Analyze and punctuate the following sentences:

1. With some unimportant exceptions the pupil's answers were correct.
2. In the vain struggle for liberty many brave men perished in battle.
3. Many brave men in the vain struggle for liberty perished in battle.
4. Without industry and perseverance no man can reasonably hope for success.
5. In mere strength of body man is inferior to the brute.

Rearrange the above sentences, where possible, so that no commas shall be required.

NOUNS USED AS ADVERBIAL MODIFIERS.

Form sentences by combining the related groups of words in the following exercise:

this ship – measures three cords – these fine shoes – fly north every spring – this pile of wood – is 555 feet high – wild geese – can sail ten knots an hour – the Washington monument – will weigh three tons – that coal – are worth five dollars a pair

Which nouns express a measure of length? of quantity? of weight? of value? of time? of direction? What word does each of these nouns modify?

A noun used to express a measure of length, quantity, weight, value, or time, is called a noun of measure.

Nouns of measure and nouns of direction are used as adverbial modifiers without a preposition expressed.

Point out the nouns used as adverbial modifiers in the following sentences:

1. We returned home last night before midnight.
2. I have been writing letters.
3. The forest begins two miles from the city.
4. The river is a mile wide.
5. The Romans offered Cæsar the crown three times.
6. This package weighs ten pounds.
7. This cloth cost a dollar a yard.
8. This plank is two inches thick.

LESSON 38.

INFINITIVES AND PARTICIPLES.

Examine the following sentences:

1. This dog always barks at strangers.
2. The dog, seeing a stranger, began to bark.
3. The stranger, frightened by the barking of the dog, began to run.
4. Barking dogs do not always bite.

Point out all words used to express the idea of action. Which of these words *assert* action? Which do not *assert*, but merely *assume* action? Which part of speech is used to express the idea of action? What other ideas are expressed by verbs?

When the verb is used to assert, it is called a finite verb.

Ex. The boy reads good books.

When the verb is used to express the idea of action, being, or state of being as assumed, and not as asserted, it is called an infinitive or a participle.

Ex. To *read* good books improves the mind. That boy *reading* his book is a good scholar.

The infinitive, with or without modifiers, is often preceded by the preposition *to*, with which it forms an infinitive phrase.

Ex. *To be friendly* is the way *to make friends.*

Most participles end in *ing*, *ed* or *t*.

Ex. Learning, learned, learnt, felt, lost.

USES OF INFINITIVE PHRASES.

Examine the following sentences:

1. To squander money is foolish.
2. The lecturer began to speak slowly.
3. His hope was to succeed.
4. It is our duty to listen.

Point out each infinitive phrase. Which is used as subject? as object? as predicate noun? as explanatory modifier?

An infinitive phrase may be used as a noun.

Examine the following sentences:

1. A desire to outshine others leads to extravagance.
2. He ran to meet his friend.
3. He is eager to learn.
4. We came too late to find a seat.

Point out each infinitive phrase. Which is used to limit a noun? to modify a verb? to modify an adjective? to modify an adverb?

An infinitive phrase may be used as an adjective or as an adverb.

Examine the following sentences:

1. I saw him fall.
2. I knew him to be honest.
3. He ordered the army to retreat.

The infinitive, with or without *to*, often has an assumed subject.

Study the picture on the opposite page until you can give a good oral description of it.

Write a composition on *Winter*.

Use the following outline:

1. Cause of winter.
2. Winter months in the North Temperate Zone.
3. Winter months in the South Temperate Zone.
4. Chief enjoyments of winter.
5. Winter holidays.

Summer joys are o'er;
Flowerets bloom no more,
Wintry winds are sweeping;
Through the snow-drifts peeping,
Cheerful evergreen
Rarely now is seen.

Now no pluméd throng
Charms the wood with song;
Ice-bound trees are glittering;
Merry snow-birds twittering,
Fondly strive to cheer
Scenes so cold and drear.

Winter, still I see
Many charms in thee,—
Love thy chilly greeting,
Snow-storms fiercely beating,
And the dear delights
Of the long, long nights.—LUDWIG HÖLTY.

CASTAN.

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WINTER.

PARTICIPLES.

Form sentences by combining the related groups in the following exercise.

Arrange the sentences in paragraphs.

obscuring clouds – twinkling stars – the rising moon – returning light – the buzzing of busy bees – buzzing bees – the raging tempest – the flashing of bright lightnings – the incessant pealing of loud thunders – the roaring of the wind

appears above the horizon – is greeted by the warbling of innumerable feathered songsters – illumines the sky – have vanished – shows no sign of abating – peep forth – sounds from the forest – is heard among the opening flowers – shakes the hills – swarm about the sheltering hive

Point out all words that express the idea of action. Which of these words are used as nouns? Which are used as adjectives?

The participle partakes of the nature of two parts of speech at the same time.

It may partake of the nature of the verb and the adjective.

Ex. *Singing* birds delight us. *Frightened* deer run swiftly.

It may partake of the nature of the verb and the noun.

Ex. The *singing* of birds is delightful.

LESSON 42.

PARTICIPIAL PHRASES.

Analyze the following sentences:

1. That boy reading his book is very studious.
2. Truth, crushed to earth, shall rise again.

Point out each participle. What words follow each participle and with it form a phrase?

A phrase introduced by a participle, is called a participial phrase.

Analyze the following sentences:

1. The man standing by the gate is an officer.
2. A robin, alighting on the tree near my window, sang a sweet song.

Which participial phrase *restricts* the meaning of the noun which it limits? Which is an explanatory phrase? How is the explanatory phrase punctuated?

A participial phrase may be used to restrict the meaning of the noun which it limits, or it may be used by way of explanation.

An explanatory participial phrase should be set off by the comma.

Analyze and punctuate the following sentences:

1. The teacher holding up a flower began to ask questions.
2. The pupils listened attentively to the questions asked by their teacher.
3. The questions being easy were readily answered.

CONJUNCTIONS.

Examine the following sentences:

1. Time and tide wait for no man.
2. The powers of the mind and body are improved by right use.
3. Benjamin Franklin was greatly honored at home and abroad.
4. A tree is judged by its fruit, and not by its leaves.
5. The wolf changes his coat, but not his disposition.
6. You may lead the horse to water, but you can not make him drink.
7. The pen is mightier than the sword.
8. You must search if you wish to find.
9. Although it rains, throw not away the watering-pot.
10. Language was given us that we might say pleasant things to one another.
11. We can not thrive unless we are industrious.

Point out each word used to connect other words or groups of words, and tell what each connects.

A word used to connect other words or groups of words is called a conjunction.

A conjunction may connect two groups of words, a word and a group of words, or two words.

Write sentences, using the following conjunctions: **and, if, but, or, for, because, unless.**

LESSON 44.

COMPOUND SUBJECT AND PREDICATE.

Analyze the following sentences:

1. An evening red and a morning gray are signs of a fair day.
2. Esteem and love were never to be sold.
3. Actions, looks, words, and steps form the alphabet of character.

Of how many parts does each subject consist? Are these parts of equal rank? How are they connected?

A subject consisting of two or more parts of equal rank is called a compound subject.

When more than two words or phrases of the same kind and rank occur in succession, they are usually separated by commas, and the conjunction is expressed only before the last.

Analyze the following sentences:

1. A dog in a manger neither eats nor lets others eat.
2. Fortune assists the bold, but repels the coward.
3. Vice lives and thrives by concealment.

Of how many parts does each predicate consist? Are these parts of equal rank? How are they connected?

A predicate consisting of two or more parts of equal rank, is called a compound predicate.

Contrasted expressions should be separated by a comma.

SIMPLE, COMPLEX, AND COMPOUND SENTENCES.

Analyze the following sentences:

1. Diligent pupils win praise from their teachers.
2. The sun, moon, and stars are heavenly bodies.

How many subjects and how many predicates does each sentence contain?

A sentence containing one subject and one predicate, either of which may be compound, is called a simple sentence.

Examine the following sentences:

1. He that climbs too high is sure to fall.
2. When winter comes, summer birds fly away.

Point out each group containing a subject and a predicate. Which group in each sentence is used as a modifier?

A group of words containing one subject and one predicate is called a clause when it is part of a sentence.

A sentence containing a clause used as a noun, an adjective, or an adverb, is called a complex sentence.

Examine the following sentences:

1. Help yourself, and others will help you.
2. Straws swim, but pearls lie at the bottom.

Of what does each sentence consist?

A sentence consisting of two or more clauses of equal rank is called a compound sentence.

USES OF CLAUSES.

Examine the following sentences:

1. That honesty is the best policy is a good maxim.
2. That the earth is round has been proved.

What is the subject of each sentence? What are such groups of words called?

A clause used as a noun is called a noun clause.

A noun clause may be used as the subject of a sentence.

Examine the following sentences:

1. The true scholar believes that one can never be too old to learn.
2. The messenger reported that the boat had just arrived.

What is the direct object of *believes?* of *reported?*

A noun clause may be used as the direct object of a verb.

Examine the following sentences:

1. The maxim that honesty is the best policy should be the motto of every man.
2. It is not strange that an idle pupil should fail.

What is used to explain *maxim?* to explain *it?*

A noun clause may be used as an explanatory modifier.

USES OF CLAUSES.

Examine the following sentences:

1. His desire was, that he might excel.
2. The report is, that he is elected.

What is used as a predicate noun in each sentence?

A noun clause may be used as a predicate noun.

A clause used as a predicate noun, is generally set off by a comma.

Examine the following sentences:

1. Hail to the chief who in triumph advances!
2. He that is down needs fear no fall.
3. Spring is the time when the birds sing most sweetly.

What is used to modify *chief?* to modify *he?* to modify *time?*

A clause used to modify a noun or a pronoun, is called an adjective clause.

Examine the following sentences:

1. Strike while the iron is hot.
2. Flowers nod when the wind blows.
3. The task was not so easy as I thought.
4. A dog can run faster than a man (can run).

What is used to modify *strike?* to modify *nod?* to modify *easy?* to modify *faster?*

A clause used to modify a verb, an adjective, or an adverb, is called an adverbial clause.

Study the picture on the opposite page until you can give a good oral description of it.

Write a composition on *The Wind.*

Use the following outline:

1. What wind is.
2. What puts the air in motion.
3. What determines the course of the wind.
4. What good the wind does.
   a. In driving ships and windmills.
   b. In purifying the air.
5. What harm the wind sometimes does.

A wind came up out of the sea,
And said, "O mists, make room for me."

It hailed the ships and cried, "Sail on,
Ye mariners, the night is gone."

And hurried landward far away,
Crying, "Awake! it is the day."

It said unto the forest, "Shout!
Hang all your leafy banners out."

It touched the wood bird's folded wing,
And said, "O bird, awake and sing."

—HENRY WADSWORTH LONGFELLOW.

Sweet wind, fair wind, where have you been?
"I've been sweeping the cobwebs out of the sky;
I've been grinding a grist in the mill hard by;
I've been laughing at work while others sigh."

—MARY N. PRESCOTT.

J. VAN RUISDAEL.

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A VIEW OF THE RIVER.

SUBSTITUTION OF ONE FORM OF ADJECTIVE MODIFIER FOR ANOTHER.

A clause may sometimes be substituted for a word or for a phrase.

Ex. A man *who is honest* = an *honest* man, or, a man *of honesty.*

A phrase may sometimes be substituted for a word or for a clause.

Ex. The birthday *of Washington* = *Washington's* birthday, or, the day *on which Washington was born.*

A word may sometimes be substituted for a phrase or for a clause.

Ex. A *golden* key = a key *of gold,* or, a key *that is made of gold.*

In each of the following sentences, substitute another form of adjective modifier for the one given.

1. An angry man heeds no counsel.
2. A man that is noble ennobles his work.
3. Men of caution seldom err.
4. A barking dog does not always bite.
5. The manners that a man has shape his fortune.
6. A key of silver can open an iron lock.
7. A determined man usually succeeds.
8. Honor is the reward of virtue.
9. A victorious army is always confident.
10. A diligent pupil seldom fails.
11. A man that is strong is not always brave.

LESSON 50.

PREDICATE ADJECTIVE AND ADVERB.

Analyze the following sentences:

1. The owl looks wise.
2. The girl looks beautiful.
3. The stone feels rough.
4. He appeared honest.
5. He became discouraged.

By what kind of a word is each verb followed? Which of the three ideas, action, being, or state of being, is expressed by each verb? What does each verb mean?

When a verb expresses the idea of being or state of being, it may be followed by a predicate adjective denoting a quality of the subject, but not by an adverb denoting manner.

Analyze the following sentences:

1. He looked at them sharply.
2. They looked at him steadily.
3. He feels his disgrace deeply.
4. They appeared on the scene quietly.
5. The girl sings beautifully.

By what kind of a word is each verb followed? Which of the three ideas, action, being, or state of being, is expressed by each verb? What does each verb mean?

When a verb expresses the idea of action, it may be modified by an adverb, but should not be followed by a predicate adjective.

CHOICE AND ARRANGEMENT OF ADJECTIVES.

A writer's style is largely determined by his choice and arrangement of adjectives. For practical purposes there is no better definition of a good style than Swift's "Proper Words in Proper Places."

Join each of the following adjectives to an appropriate noun:

nice, awful, horrid, splendid, elegant, lovely, grand.

Examine the following sentence:

Dear, gentle, patient, noble Nell was dead.

— CHARLES DICKENS.

Notice the comma after *dear* and *gentle* and *patient*. See whether the comma takes the place of *and*. If *and* can be supplied, these adjectives are of equal rank.

When adjectives are of equal rank, place them where they will sound the best. This will usually be in the order of their length, — the longest last. Either connect them by a conjunction or separate them by a comma. See Lesson 44.

Examine the following sentence:

Two lively little sparrows are building a nest:

Notice that *little* tells the kind of sparrows, *lively* tells the kind of *little sparrows*, and *two* tells the number of *lively little sparrows*. Notice that there is no comma after *two* or *lively*. If these adjectives cannot be connected by *and*, they are of unequal rank.

When the adjectives are of unequal rank, place nearest the noun the one most closely modifying it. Neither connect them by a conjunction nor separate them by a comma.

SUBSTITUTION OF ONE FORM OF ADVERBIAL MODIFIER FOR ANOTHER.

A clause may sometimes be substituted for a phrase.

Ex. We started *as the sun was rising* = We started *at sunrise.*

A phrase may sometimes be substituted for a word or for a clause.

Ex. He answered *with frankness* = He answered *frankly.* We reached home *before sunset* = We reached home *before the sun had set.*

A word may sometimes be substituted for a phrase.

Ex. He sat *silently* = He sat *in silence.*

In each of the following sentences substitute another form of adverbial modifier for the one given.

1. All nature revives at the return of spring.
2. The stoic suffers silently.
3. A good thing is known when it is lost.
4. They accepted the offer with gladness.
5. Do not cry over spilt milk.
6. A liar is not believed even when he speaks the truth.
7. We rejoice at the departure of winter.
8. The busy bee toils industriously.
9. An angry man is again angry with himself on returning to reason.
10. A true friend rejoices when we succeed.
11. Rejoice not at your enemy's fall.

INTERJECTIONS.

Examine the following sentences:

1. Oh, how beautiful these flowers are!
2. Hallo! who goes there?

Point out each word used to express sudden or strong emotion.

A word used to express sudden or strong emotion is called an interjection.

Interjections, with the exception of *O*, and sometimes *oh*, should be followed by an exclamation point.

In writing the interjection *O*, a capital letter should always be used.

Examine the following sentences:

1. Hark! somebody is knocking.
2. Hush! don't waken little brother.

Which words are used as interjections?

Many words not properly interjections are often used as such.

Analyze and classify the following sentences:

1. Alas! alas! is there no one willing to aid a poor and friendless man?
2. Bravo! what a noble deed that brave fireman has just performed!
3. Hurrah! see the cowards run!
4. Ha! ha! ha! that was a very funny story, indeed!
5. What! is it sunrise already?

Study the picture on the opposite page until you can give a good oral description of it.

Write a composition on *Clouds*.

Use the following outline:

1. Of what clouds are composed.
2. Where the vapor comes from.
3. What causes vapor to become visible.
4. How to obtain a view of the clouds from a point above them.

I bring fresh showers for the thirsting flowers,
From the seas and the streams;
I bear light shade for the leaves when laid
In their noonday dreams.
From my wings are shaken the dews that waken
The sweet buds every one,
When rocked to rest on their mother's breast,
As she dances about the sun.
I wield the flail of the lashing hail,
And whiten the green plains under,
And then again I dissolve it in rain,
And I laugh as I pass in thunder.
I sift the snow on the mountains below,
And their great pines groan aghast;
And all the night 'tis my pillow white,
While I sleep in the arms of the blast.

—Percy Bysshe Shelley.

Than the vapors of earth they seemed purer, more bright,—
Oh! could they be clouds? 'Twas the necklace of night.—John Ruskin.

L. BOUZETTE.

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MOONLIGHT LANDSCAPE.

WORDS USED INDEPENDENTLY BY ADDRESS.

Examine the following sentences:

1. Henry, will you lend me your book?
2. Where have you been, Charles?

What is the subject of each sentence? What word in each sentence is used independently? What does each of these words denote? How is each punctuated?

A noun or a pronoun denoting the person addressed, may be used independently.

A noun or a pronoun used independently by address, with its modifiers, should be set off from the rest of the sentence by the comma.

Analyze the following sentences:

1. I love thee, O my native Isle! — JAMES MONTGOMERY.
2. Orb of the night, thy pale, still ray
   Gleams on the sleeping earth. — *British Poetry.*
3. Roll on, thou deep and dark blue Ocean — roll!
   — GEORGE GORDON, LORD BYRON.
4. Touched by thy smile, lone Moon,
   The earth in splendor glows. — GEORGE CROLY.

Write a composition on *The Moon.*

OUTLINE.

1. Its source of light.
2. How often it revolves about the earth.
3. Changes of form which it undergoes.
4. What causes these changes.

LESSON 56.

QUOTATION MARKS.

1. Irving says, "A tart temper never mellows with age, and a sharp tongue is the only edged tool that grows keener with constant use."

Notice that the writer has copied into his sentence [quoted] the exact words of Irving.

The two marks like inverted commas and the two marks like apostrophes, which inclose the copied passage [quotation], are called *quotation marks*.

2. Irving somewhere says that a tart temper never mellows with age, and that a sharp tongue is the only edged tool that grows keener with constant use.

Does the writer use the exact words of Irving in this sentence? Compare this sentence with the one above. Is the same thought expressed in both? Which quotation would you call *direct*? Which *indirect*?

A *direct* quotation is one which gives the exact words of another writer or speaker.

An *indirect* quotation is one which expresses the thought of another writer or speaker without giving his exact words.

3. May we not find "sermons in stones and good in everything?"

Is this a direct quotation? Would it make complete sense if it stood alone? Notice that it is not set off by the comma, and that it does not begin with a capital letter.

A direct quotation that makes complete sense begins with a capital letter, is set off by the comma, and is inclosed within quotation marks.

The indirect quotation is not generally set off by the comma, does not necessarily begin with a capital letter, and is not inclosed within quotation marks.

If the direct quotation is formally introduced, it is preceded by the colon.

Ex. There is much meaning in the following quotation: "Books are embalmed minds."

Titles of books are generally inclosed within quotation marks.

Ex. We have just added to our library the following books: "The Princess," by Tennyson; "Evangeline," by Longfellow; "Neighborly Poems," by Riley; and "Snowbound," by Whittier.

4. "Recollect that trifles make perfection," says Michael Angelo, "and that perfection is no trifle."

Does the writer break into this quotation with any of his own words? Notice how the marks are placed so as to leave out the writer's words from the quotation.

5. "Who was the blundering idiot who said, 'Fine words butter no parsnips'? Half the parsnips of society are served and rendered palatable with no other sauce." — WILLIAM MAKEPEACE THACKERAY.

Notice that the whole of this is a quotation, and that this quotation contains another quotation inclosed within *single marks*.

OTHER MARKS USED IN WRITING.

Marks of Parenthesis. — Marks of parenthesis are used to inclose words not essential to the meaning.

Ex. To others do (the law is not severe)
What to thyself thou wishest to be done. — BEATTIE.

The Dash. — The dash is used

1. To denote a sudden break or transition.

Ex. "HERE LIES THE GREAT" — False marble! where?
Nothing but sordid dust lies here. — YOUNG.

2. To signify the omission of something.

Ex. Read Chapter V, pages 25–36.

The Apostrophe. — The apostrophe is used

1. To denote the possessive modifier.

Ex. John has Mary's book.

2. To denote the omission of a letter.

Ex. He is a ne'er-do-well.

The Hyphen. — The hyphen is used

1. To join the parts of a compound word.

Ex. To-day, to-morrow.

2. To mark the division of a word at the end of a line. *Ex.* The winds and clouds go forth upon their trackless flight. — CHARLES DICKENS.

Brackets. — Brackets are used when an explanation or correction is introduced into another's language.

Ex. He [Mr. Maurice] was of a different mind.

MEYER VON BREMEN.

BLIND MAN'S BUFF.

Study the picture and write the story.

Lesson 58.

REVIEW-SCHEME No. 1.

PARTS OF SPEECH.

NO.	NAME.	DEFINITION.	EXAMPLES.
1.	**Noun.**	A word used as the name of anything.	John, man, book, desk.
2.	**Pronoun.**	A word used instead of a noun.	I, you, he, they, who.
3.	**Adjective.**	A word used to modify a noun or a pronoun.	Good, white, this, each.
4.	**Verb.**	A word used to express the idea of action, being, or state of being.	Run, fly, be, become, feel, look.
5.	**Adverb.**	A word used to modify a verb, an adjective, or an adverb.	Now, here, swiftly, up, lightly.
6.	**Preposition.**	A word used merely to show the relation of a noun or a pronoun to some other word.	Above, at, among, in, by, before, through.
7.	**Conjunction.**	A word used to connect words, phrases, and clauses.	And, but, although.
8.	**Interjection.**	A word used to express sudden or strong emotion.	Oh! alas! pshaw! fie!

REVIEW-SCHEME No. 2.		
CLASSIFICATION OF SENTENCES.		
I. According to Use.		
CLASS.	DEFINITION.	EXAMPLE.
Declarative.	A sentence used to affirm or deny.	The pupil studies diligently.
Interrogative.	A sentence used to express a question.	Does the pupil study diligently?
Imperative.	A sentence used to express a command, entreaty, or advice.	Study diligently.
Exclamatory.	A sentence used to express sudden or strong emotion.	How diligently the pupil studies!
II. According to Structure.		
Simple.	A sentence containing but one subject and one predicate.	Winter departs. Spring returns.
Complex.	A sentence containing a clause used as a noun, an adjective, or an adverb.	Nature revives when spring returns.
Compound.	A sentence consisting of two or more clauses of equal rank.	Winter departs and spring returns.

TH. SCHÜZ.

SUNDAY MORNING.

Study the picture and write the story.

Lesson 61.

PART II.

SUBDIVISIONS AND MODIFICATIONS

OF THE

PARTS OF SPEECH.

LESSON 62.

CLASSIFICATION OF NOUNS.

Examine the following nouns:

Washington, Baffin Bay, Fido, Chicago, Mary, Mt. Hope, Cuba, Franklin, Ruth, Rhine, Alps, Carlo, Kansas City, Jackson, Lake Erie, Will County, Charles, Hudson, Pikes Peak, Plainfield, Rover, Albany, George, New Orleans, Rocky Mountains, Carlo, Asia, Mont Blanc, Long Island, England, Cook County, Atlantic Ocean.

Which nouns are used as names of persons? of animals? of countries, states, and counties? of cities and towns? of streams and bodies of water? of mountains?

Are these nouns names of individuals, or of classes? With what kind of a letter does each of these nouns begin?

The name of a particular individual is called a proper noun.

A proper noun should begin with a capital letter.

Examine the following nouns:

Man, horse, ox, tree, river, mountain.

Are these nouns names of individuals, or of classes?

The name of a whole class of objects is called a common noun.

Classify all nouns in the following selection:

Benjamin Franklin, at the age of twelve years, was apprenticed to his brother James to learn the trade of a printer.

When he was about seventeen, he ran away from his brother on account of harsh treatment, and went from Boston to New York.

Failing to find work in New York, which was then but a small town, young Franklin proceeded to Philadelphia, walking all the way from Perth Amboy, on the eastern coast of New Jersey, to Burlington, on the Delaware river, from which place he completed his journey by boat.

In Philadelphia, he obtained work from a printer named Keimer, with whom he remained about a year. Then, on the promise of the governor to assist him in starting in business for himself, he went to England to buy a printing-press, but the governor failing to keep his promise, he was obliged to work until he found means to return.

Write a composition on *The Boyhood of Benjamin Franklin.*

OUTLINE.

1. His disposition and talents.
2. Incidents of his boyhood.
   - *a.* The dear whistle.
   - *b.* The fishing-wharf.
3. His apprenticeship.
4. His experience as a runaway.
5. His life in Philadelphia.

LESSON 64.

CLASSIFICATION OF PRONOUNS.

Analyze the following sentences:

1. I saw you and him, but you did not see me.
2. We see them, but they do not see us.

Point out all pronouns. Which denote the speaker? the person spoken to? the person or thing spoken of?

A pronoun that shows by its form whether the speaker, the person spoken to, or the person or thing spoken of is meant, is called a personal pronoun.

Analyze the following sentences:

1. He who desires favors should show favors.
2. The book which you have is mine.

Point out all pronouns. Which relate to other words? To what words do they relate? What kind of clauses do they join to these words?

A pronoun that joins an adjective clause to the word which the clause modifies, is called a relative pronoun. The word to which the relative pronoun refers, is called its antecedent.

Analyze the following sentences:

1. Who is that man? 2. Whose book have you? 3. Whom do you see? 4. What is that?

Point out all pronouns. Which pronouns are used to denote questions?

A pronoun used to denote a question is called an interrogative pronoun.

Classify all pronouns in the following selection:

Come, tell me now, sweet little bird,
  Who decked thy wings with gold?
Who fashioned so thy tiny form,
  And bade thy wings unfold?

Who taught thee such enchanting power
  To soothe this aching heart?
And, with thy note of melody,
  To mock the reach of art?

Thou fly'st away. Who bade thee soar?
  Who bade thee seek the sky,
And wander through yon silver cloud,
  A speck to mortal eye?

Oh, that I, too, sweet bird, had wings,
  Like thee to cleave the air;
To soar above the plains of earth,
  And view its wonders rare!

—(*Adapted.*) THOMAS PRINGLE.

Write a composition on *Little Birds.*

OUTLINE.

1. Their beauty of form and color.
2. Their freedom.
3. Some of the most common kinds.
4. Some of the most beautiful kinds.
5. Some of the most musical kinds.
6. How they benefit man.
7. Some of their enemies.
   - *a.* Larger birds.
   - *b.* Cats.
   - *c.* Bad boys.

LESSON 66.

CLASSIFICATION OF ADJECTIVES.

Examine the following sentences:

1. Mr. Brown is a very tall man.
2. See that large and beautiful house.
3. Here is a white rose in full bloom.

Point out all adjectives. Which denote qualities?

An adjective that denotes a quality, is called a descriptive adjective.

Examine the following sentences:

1. The sun is rising.
2. Have you a knife?
3. Look at this picture.
4. See these marks.
5. Is that pen mine?
6. Hand me those books.
7. Yonder hill is steep.
8. John has two marbles.

Point out all adjectives. Which denote location? Which denote number? Which denote quantity?

An adjective that denotes location, number, or quantity, is called a definitive adjective.

Examine the following sentences:

1. The English navy is very large.
2. The American people are patriotic.

Point out all adjectives. Which are derived from proper nouns? How do these adjectives begin?

An adjective derived from a proper noun is called a proper adjective. A proper adjective should begin with a capital letter.

Classify all adjectives in the following selection:

THE DAISY.

There is a flower, a little flower,
With silver crest and golden eye,
That welcomes every changing hour,
And weathers every sky.

The prouder beauties of the field
In gay, but quick, succession shine;
Race after race their honors yield,
They flourish and decline.

But this small flower, to Nature dear,
While moons and stars their courses run,
Inwreathes the circle of the year,
Companion of the sun.

The purple heath and golden broom
On moory mountains catch the gale;
O'er lawns the lily sheds perfume,
The violet in the vale.

But this bold floweret climbs the hill,
Hides in the forest, haunts the glen,
Plays on the margin of the rill,
Peeps round the fox's den.

On waste and woodland, rock and plain,
Its humble buds unheeded rise;
The rose has but a summer's reign;
The daisy never dies. — JAMES MONTGOMERY.

LESSON 68.

CLASSIFICATION OF VERBS.

Analyze the following sentences:

1. I hear a footstep.
2. We hear with our ears.
3. See that beautiful painting.
4. We see with our eyes.
5. The studious scholar recites his lessons well.
6. Studious scholars always recite well.

Point out each verb used with a direct object.

A verb used with a direct object is called a transitive verb.

Analyze the following sentences:

1. The horse runs swiftly.
2. John has lost his new knife.
3. The boys are playing in the street.
4. Mary has just received a letter.

Point out each verb used without a direct object.

A verb used without a direct object is called an intransitive verb.

The same verb may be either transitive or intransitive, according to its use.

Ex. Birds sing their sweetest songs in the spring. Birds sing most sweetly in the spring. These two boys are running a race. These two boys are running very fast.

Classify all verbs in the following selection:

Quiet manners are everywhere a mark of good breeding. It is ill-bred to walk heavily, to slam doors, to talk too loud, too fast, or too much.

Do not talk about dress, either your own or that of others. Perhaps you may see some boy or girl poorly dressed; what of it? Cotton may be as clean as silk. Are your own clothes neat and tidy? That is the thing for you to think about.

When any one is reading or writing, do not look over his shoulder. Even if you do so thoughtlessly, you will seem rude and inquisitive. Nothing is more ill-mannered than to pry into the affairs of others.

Be civil and attentive to strangers; be kind to your playmates; and above all, be polite to your parents and to your brothers and sisters.

He who has good manners will find it easier to get on in the world than he who lacks them.

Hearts, like doors, can ope with ease
To very, very little keys;
And don't forget that two of these
Are: "Thank you, sir," and, "If you please."

Write a composition on *Good Manners*.

OUTLINE.

1. Examples of good manners.
2. Examples of bad manners.
3. Value of good manners.
4. How to learn them.

LESSON 70.

CLASSIFICATION OF ADVERBS.

Point out all adverbs in the following sentences:

1. Where is my book?
2. Here it is.
3. When will you go?
4. I shall go to-morrow.
5. How does he read?
6. He reads very well.
7. Is it very dark?
8. It is quite dark.

Which adverbs denote place? Which denote time? Which denote manner? Which denote degree?

Adverbs that denote place are called adverbs of place.

Ex. There, hither, thither, whence, in, out, up, down, above, below.

Write sentences, using adverbs of place.

Adverbs that denote time are called adverbs of time.

Ex. Now, to-day, yesterday, late, early, soon, often, seldom, twice, daily.

Write sentences, using adverbs of time.

Adverbs that denote manner are called adverbs of manner.

Ex. Swiftly, slowly, fast, loudly, wisely.

Write sentences, using adverbs of manner.

Adverbs that denote degree are called adverbs of degree.

Ex. Much, little, too, far, enough, scarcely.

Write sentences, using adverbs of degree.

Classify all adverbs in the following selection:

Pliny, a Roman writer who lived nearly two thousand years ago, relates a very interesting story about the discovery of glass.

He tells us that some Phœnician sailors had been driven ashore near the mouth of a river in Syria.

Tired of their close quarters, they eagerly sought the land in order to refresh themselves after their rough voyage.

Sticks were hastily gathered for a fire, and cooking-utensils and provisions were brought from the ship.

The sailors looked about for stones to prop their kettles up with, but nowhere were any to be found.

Finally, they brought some pieces of nitrum, or soda, with which their vessel was heavily laden, and used these instead of stones.

The fire melted the sand and soda, and these, running together, formed glass, which the sailors were very much surprised to find among the ashes.

Write a composition on *Glass*.

OUTLINE.

1. How glass is made.
2. Properties of glass.
   - *a*. Brittleness.
   - *b*. Transparency.
3. Most common uses.
   - *a*. For utensils.
   - *b*. For windows.
4. What was formerly used instead of glass.
   - *a*. Skins, for bottles.
   - *b*. Wooden, earthen, and metal vessels.
   - *c*. Mica and oiled linen for windows.

Study the picture on the opposite page until you can give a good oral description of it.

Write a composition on *Rain.*

Use the following outline:

1. Where rain comes from.
2. How the clouds are formed.
3. What causes the vapor to become rain.
4. Why no rain falls when it is very cold.
5. What the condition of the earth would be without rain.

How beautiful is the rain!
After the dust and heat
In the broad and fiery street,
In the narrow lane,—
How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!
The rain, the welcome rain!

—HENRY WADSWORTH LONGFELLOW.

The rain came down like music.

—JAMES MONTGOMERY.

For weeks the clouds had raked the hills,
And vexed the vales with raining,
And all the woods were sad with mist,
And all the brooks complaining.

—JOHN GREENLEAF WHITTIER.

C. VON BERGEN.

RAIN.

CLASSIFICATION OF CONJUNCTIONS.

Point out all conjunctions in the following sentences:

1. You and I will go.
2. I will go if you will remain.
3. You may go, but I shall remain.
4. You will be late unless you hurry.
5. He is neither learned nor wise.
6. I study because I like to study.
7. Either he or you must stay.
8. I hope that he will succeed.
9. Both he and you must go.
10. Since he is here, I will see him.
11. He reads or writes all day.
12. Henry is a good boy both at home and in school.

Which conjunctions connect words or groups of words of equal rank? Which conjunctions join clauses to the words modified?

A conjunction that connects words or groups of words of equal rank, is called a coördinative conjunction.

Ex. And, but, or, both — and, either — or, neither — nor.

Write five sentences, using coördinative conjunctions.

A conjunction that joins a clause to the word which the clause modifies, is called a subordinative conjunction.

Ex. If, that, since, unless, for, because.

Write five sentences, using subordinative conjunctions.

Classify all conjunctions in the following selection.

Once upon a time, there lived a very rich king whose name was Midas, and he had a little daughter whom nobody but myself ever heard of, and whose name I either never knew or have entirely forgotten. So, because I like odd names for little girls, I choose to call her Marygold.

This King Midas was fonder of gold than of anything else in the world. He valued his royal crown chiefly because it was composed of that precious metal. If he loved anything better, or, indeed, half so well, it was the little maiden that played so merrily around her father's footstool. But the more Midas loved his daughter, the more did he desire and seek for wealth. He thought, foolish man! that the best thing he could do for her would be to leave her the most immense pile of gold that had ever been heaped together since the world was made.

— "The Golden Touch." NATHANIEL HAWTHORNE.

Write a composition on *The Golden Touch of King Midas*, basing it on Hawthorne's story.

OUTLINE.

1. Character of Midas.
2. How he obtained the Golden Touch.
3. Some of its effects.
4. Grief of King Midas.
5. How he got rid of the dangerous gift.
6. What he learned.

NUMBER.

Examine the following words:

Man, trees, I, desk, they, pupils, it, army, houses, hills, we, flocks, plant, bees, he, friend, bird, she, geese, oxen.

Point out each word that denotes but one object. Point out each word that denotes more than one object.

A noun or a pronoun that denotes but one object, is said to be in the singular number.

Write five nouns in the singular number.

A noun or a pronoun that denotes more than one object, is said to be in the plural number.

Write five nouns in the plural number.

Examine the following sentences:

1. The man walks fast.
2. The men walk fast.
3. I am reading.
4. We are writing.
5. The flock is feeding.
6. They are playing.

Which subjects are in the singular number?
Which subjects are in the plural number?

When the subject is in the singular number, the verb also is said to be in the singular number.

Write five sentences with singular subjects.

When the subject is in the plural number, the verb also is said to be in the plural number.

Write five sentences with plural subjects.

Tell the number of each noun, pronoun, and verb in the following selections:

I come! I come! Ye have called me long.
I come o'er the mountains with light and song.
Ye may trace my step o'er the wakening earth,
By the winds that tell of the violet's birth,
By the primrose stars in the shadowy grass,
By the green leaves opening as I pass.

I have breathed on the South, and the chestnut flowers
By thousands have burst from the forest bowers.
I have passed o'er the hills of the stormy North,
And the larch has hung all his tassels forth;
The fisher is out on the sunny sea,
And the reindeer bounds o'er the pasture free.

— (*Adapted.*) FELICIA D. HEMANS.

Came the Spring with all its splendor,
All its birds and all its blossoms,
All its flowers, and leaves, and grasses.

— HENRY WADSWORTH LONGFELLOW.

Write a composition on *The Coming of Spring.*

OUTLINE.

1. Our longing for spring.
2. Changes that occur in the spring.
   - *a.* Melting of snow and ice.
   - *b.* Renewal of vegetation.
3. Beauties of spring.
   - *a.* Leafy forests.
   - *b.* Green meadows.
   - *c.* Opening flowers.
4. Pleasures of spring.

FORMATION OF THE PLURAL OF NOUNS.

Examine the following nouns:

Tree, trees; pen, pens; book, books; bird, birds.

Which nouns are in the singular number? Which are in the plural number? How do the plural forms differ from the singular forms?

The plural form of a noun is regularly made by adding *s* to the singular.

Examine the following nouns:

Niche, niches; judge, judges; cage, cages; face, faces; horse, horses; rose, roses; prize, prizes.

Which nouns are in the singular number? With what letter does each end? With what sound does each end? How do the plural forms differ from the singular forms in spelling? in number of syllables?

When a noun ends in silent *e* preceded by the sound of *ch*, *j*, *s*, or *z*, the addition of *s* increases the number of syllables.

Examine the following nouns:

Church, churches; gas, gases; fish, fishes; box, boxes; topaz, topazes.

Which nouns are in the singular number? How does each end? How do the plural forms differ from the singular forms in spelling? in number of syllables?

When a noun ends with *ch*, *s*, *sh*, *x*, or *z*, the plural is formed by adding the syllable *es* to the singular.

FORMATION OF THE PLURAL OF NOUNS.

Examine the following nouns:

Folio, folios; cameo, cameos; halo, halos; piano, pianos; buffalo, buffaloes; cargo, cargoes.

Which nouns are in the singular number? With what letter does each end? By what letter is this final *o* preceded in each noun? How do the plural forms differ from one another?

When a noun ends with *o*, preceded by a vowel, the plural is formed by adding *s* to the singular.

Some nouns ending with *o*, preceded by a consonant, form the plural by adding *s*, while others add *es*, but without increasing the number of syllables.

Write the plural forms of the following nouns:

With Plural in *s*. — Alto, canto, cuckoo, duo, embryo, memento, octavo, portfolio, quarto, salvo, solo, trio, two, tyro, zero.

With Plural in *es*. — Calico, echo, grotto, hero, mosquito, motto, mulatto, potato, tomato.

Some nouns have the same form in both singular and plural.

Ex. Sheep, sheep; deer, deer; swine, swine; trout, trout.

The plural of some nouns is formed quite irregularly.

Ex. Man, men; woman, women; child, children; foot, feet; goose, geese; tooth, teeth; ox, oxen; louse, lice; mouse, mice.

Some nouns have two plural forms.

Ex. Brother, brothers, brethren; penny, pennies, pence.

FORMATION OF THE PLURAL OF NOUNS.

Examine the following nouns:

Boy, boys; alley, alleys; valley, valleys; toy, toys; key, keys; attorney, attorneys; turkey, turkeys; army, armies; fly, flies; lady, ladies; daisy, daisies; duty, duties; belfry, belfries; lily, lilies.

With what letter does each singular noun end? How is each plural form made?

When a noun ends with *y* preceded by a vowel, the plural is formed by adding *s*.

When a noun ends with *y* preceded by a consonant, the plural is formed by changing *y* into *i* and adding *es*, but without increasing the number of syllables.

Examine the following nouns:

Bluff, bluffs; fife, fifes; gulf, gulfs; beef, beeves; calf, calves; wolf, wolves.

With what letter and sound does each singular noun end? How is each plural form made?

Some nouns ending with *f* or *fe* form the plural by adding *s*, while others change *f* into *v* and add *es*.

Write the plural of each of the following nouns:

1. **Nouns that add *s*.** — Chief, cuff, dwarf, grief, hoof, muff, proof, roof, safe, scarf, serf, strife.

2. **Nouns that change *f* into *v* and add *es*.** — Elf, half, knife, leaf, life, loaf, self, sheaf, shelf, wharf, wife.

Write the plural form of each singular noun and the singular form of each plural noun in the following selection:

The sea! the sea! its lonely shore;
Its billows, crested white;
The clouds which flit its bosom o'er,
Or sunbeams dancing bright;
The breakers bursting on the strand,
In thunder to the ear;
The frowning cliff, the silvery sand,—
Each, all to me are dear.

The sea! the sea! the treasured sea!
What mines of wealth untold,
Could human art but set them free,
Thy hidden coffers hold!
The spoil of navies in their might;
The young, the fair, the brave;
With pearls and gems of lustre bright,—
All sleep beneath thy wave.

The sea! the sea! the glorious sea!
What has the earth so fair,
Of hill or valley, grove or lea,
Which may with it compare?
Oh, I could sit for hours to look
Upon its wide expanse!
And read in its unwritten book
Fresh charms at every glance.—BERNARD BARTON.

GENDER.

Examine the following nouns and pronouns:

Man, boy, woman, girl, cousin, friend, sun, iron, king, child, aunt, house, crow, Mary, John, forest, fox, I, river, queen, we, Henry, Jane, she, saw, niece, he, you, axe, count, it, they, who, daughter.

Point out each word used to denote a person or an animal of the male sex. Point out each word used to denote a person or an animal of the female sex. Point out each word used to denote a person or an animal of either sex. Point out each word used to denote an object that has no sex.

A noun or a pronoun used to denote a person or an animal of the male sex, is said to be of the masculine gender.

Write five nouns of the masculine gender.

A noun or a pronoun used to denote a person or an animal of the female sex, is said to be of the feminine gender.

Write five nouns of the feminine gender.

A noun or a pronoun that may be used to denote either sex, is said to be of the common gender.

Write five nouns of the common gender.

A noun or a pronoun used to denote an object that has no sex, is said to be of the neuter gender.

Write five nouns of the neuter gender.

Write all the pronouns you can of each of the four genders.

Tell the gender of each noun and pronoun in the following selection:

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands,
And the muscles of his brawny arms
Are strong as iron bands.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge
With measured beat and slow,
Like a sexton ringing the village bell
When the evening sun is low.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

—"The Village Blacksmith." HENRY WADSWORTH LONGFELLOW.

Write a composition on *Blacksmiths.*

OUTLINE.

1. Why they are so called.
2. Principal kinds of work which they do.
3. Their principal tools.
4. Laborious nature of their work.
5. Importance of their work to the public.

K. HALSWELLE.

HIGHLANDS AND ISLANDS.

Study the picture on the opposite page until you can give a good oral description of it.

Write a composition on *The Rainbow.*

Use the following outline:

1. Under what conditions rainbows are formed.
2. On what the rainbow is formed.
3. The colors of the rainbow.
4. Order in which they occur.
5. What causes them.
6. Of what the rainbow is a sign.

Far up the blue sky, a fair rainbow unrolled
Its soft-tinted pinions of purple and gold.
'Twas born in a moment, yet, quick as its birth,
It had stretched to the uttermost ends of the earth.
And, fair as an angel, it floated as free,
With a wing on the earth, and a wing on the sea.

— AMELIA B. WELBY.

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die! — WILLIAM WORDSWORTH.

What skillful painter e'er would choose
To paint the rainbow's varying hues,
Unless to mortal it were given
To dip his brush in dyes of heaven?

— SIR WALTER SCOTT.

GENDER.

Corresponding individuals of the two sexes are named in various ways:

1. Entirely different names are used.

father	mother	bachelor	maid
son	daughter	boy	girl
brother	sister	gentleman	lady
uncle	aunt	earl	countess
nephew	niece	drake	duck
husband	wife	ox	cow

2. Suffixes are added to masculine nouns to form feminines.

baron	baroness	host	hostess
count	countess	tiger	tigress
czar	czarina	prince	princess
heir	heiress	hero	heroine
don	donna	patron	patroness
lion	lioness	sultan	sultana

3. Different endings are used to form nouns of different gender.

beau	belle	actor	actress
emperor	empress	Francis	Frances
director	directress	Augustus	Augusta
executor	executrix	Henry	Henrietta

Tell the gender of each noun and pronoun in the following selection:

When George Washington was about fourteen years of age, he wanted very much to become a sailor. He had often seen the ships that came from England to bring goods to the colonists, and it seemed to him that it would be a very fine thing indeed to sail on the wide ocean and visit foreign lands.

George's friends, and even his mother, favored his plans. They thought so bright a boy as George would not long remain a common sailor.

But the very day that George was to go on board the ship which was waiting for him in the river near his home, he changed his mind when he saw how much his mother grieved at the parting, and decided to give up his purpose of becoming a sailor.

If George Washington had not changed his mind, it is impossible to imagine how different the history of our country might have been.

Write a composition on *The Boyhood of George Washington.*

OUTLINE.

1. His early life.
2. Life as a surveyor
3. First experience as a soldier.

First in war, first in peace, first in the hearts of his countrymen. — GEN. HENRY LEE.

LESSON 86.

PERSON.

Examine the following sentences:

1. I John saw and heard these things.
2. We Americans, of all men, ought to love our country.
3. Thou shalt not bear false witness.
4. Charles, lend me your pencil.
5. Henry has just bought a new book; he is very fond of reading.
6. These pupils are very studious; they always recite well.
7. Ruth has lost her pen; she cannot find it.

Point out each word used to denote the speaker. Point out each word used to denote the person spoken to. Point out each word used to denote the person or the thing spoken of.

A noun or a pronoun used to denote the speaker, is said to be of the first person.

A noun or a pronoun used to denote the person spoken to, is said to be of the second person.

A noun or a pronoun used to denote the person or the thing spoken of, is said to be of the third person.

When the subject is of the first, second, or third person, the verb also is said to be of the first, second, or third person.

Write sentences, using subjects in each of the three persons.

Tell the person of each noun, pronoun, and verb in the following selection:

On one occasion, Judge Webster, the father of the celebrated orator and statesman, being obliged to be away from home for several days on business, left the two boys, Ezekiel and Daniel, to look after the farm during his absence.

On his return, the boys came out, as usual, to meet him.

"Well, Ezekiel," said Mr. Webster to the older of the two boys, "what have you been doing since I went away?"

"Nothing, sir," replied Ezekiel.

"You are very frank," said the judge. Then, turning to the younger, he asked, "And what have you been doing, Daniel?"

"I have been helping Ezekiel, sir," replied the future statesman, with the utmost gravity.

Write a composition on *The Boyhood of Daniel Webster.*

OUTLINE.

1. Character of Judge Webster, Daniel's father.
2. Circumstances of Daniel's boyhood.
3. His physical condition and its result.
4. His disposition.
5. His talents.
6. His affection for his brother Ezekiel.
7. His first visit to Exeter, N.H.
8. His experience there as a student.

LESSON 88.

CASE.

Examine the following sentences:

1. The boy runs; he is afraid.
2. This girl is studying very diligently.
3. Albert, where are you going?
4. John's book is here, but I cannot find his hat.
5. We saw them in the garden under a cherry-tree.
6. He gave me a book.
7. That post is eight feet high.
8. This cloth is worth a dollar a yard.
9. Yonder tree is an oak.
10. I believe him to be an honest man.

Explain the use of each noun and pronoun in the above sentences.

A noun or a pronoun used independently by address or as the subject of a finite verb, is said to be in the nominative case.

A noun or a pronoun used as a possessive modifier, is said to be in the possessive case.

A noun or a pronoun used as the object of a verb or of a preposition, as an adverbial modifier, or as the assumed subject of an infinitive, is said to be in the objective case.

A predicate noun agrees in case with the subject.

An explanatory modifier agrees in case with the noun which it explains.

Tell the case of each noun and pronoun in the following selection:

Does the meadow-lark complain as he swims high and dry
Through the waves of the wind and the blue of the sky?
Does the quail sit up and whistle in a disappointed way?
Or hang his head in silence and sorrow all the day?
Is the chipmunk's health a failing? Does he walk, or does he run?
Don't the buzzards float around up there just as they've always done?
Is there anything the matter with the rooster's lungs or voice?
Ought a man to be complaining when dumb animals rejoice?

Then let us, one and all, be contented with our lot;
The June is here this morning, and the sun is shining hot.
Oh! let us fill our hearts up with the glory of the day,
And banish every doubt and care and sorrow far away!
Whatever be our station, with Providence for guide,
Such fine circumstances ought to make us satisfied;
For the world is full of roses, and the roses full of dew,
And the dew is full of heavenly love that drips for me and you.

— From "Neighborly Poems." JAMES WHITCOMB RILEY. (*Adapted.*)

LESSON 90.

FORMATION OF THE POSSESSIVE CASE OF NOUNS.

Examine the following nouns:

Man, man's; woman, woman's; boy, boy's; girl, girl's; John, John's.

In what number is each of these nouns? Point out the nominative forms. Point out the possessive forms. How do the two forms of each noun differ?

Singular nouns form the possessive case by adding an apostrophe and *s*.

Examine the following nouns:

Church, church's; George, George's; fish, fish's; horse, horse's; James, James's.

With what sound does each nominative form end? How many syllables has each nominative form? How many has each possessive form?

When a noun ends with the sound of *ch*, *j*, *sh*, *s*, or *z*, the *'s* of the possessive forms a separate syllable.

Examine the following nouns:

Armies, armies'; farmers, farmers'; men, men's; children, children's.

In what number is each of these nouns? Which are in the nominative? How is each possessive form made?

Plural nouns ending with *s* add only the apostrophe to form the possessive.

Plural nouns not ending with *s* form the possessive by adding both the apostrophe and *s*.

Point out all nouns in the possessive case, and form the possessive case of all other nouns, in the following selection:

How bleak and drear the earth would seem
  Were there no flower faces
To give the hills, the woods, and fields
  Their pleasing charm and graces!
Could spring be spring without a flower
  To smile at April's weeping?
Would robins trill so gay a song,
  Or May day be worth keeping?

And only think how bare the hedge
  Would look without its posies!
How queer 'twould be to have a June
  That did not smell like roses!
No dandelions on the sward
  For childhood's busy fingers;
No morning-glories, drinking dew,
  While golden sunrise lingers.

No violets, with hoods of blue,
  To nod at mild spring's coming;
No clover blossoms — should we hear
  The busy bees' soft humming?
And were there no forget-me-nots,
  No buttercups or daisies,
The children would be lost for sports,
  The poet lost for phrases.

LESSON 92.

Study the picture on the opposite page until you can give a good oral description of it.

Write a composition on *Snow.*

Use the following outline:

1. Where snow comes from.
2. What snow is.
3. What countries are covered with snow almost all the year.
4. What countries have no snow.
5. Why there is always snow on the tops of very high mountains.
6. What use people make of snow.
7. Pleasure of traveling on the snow.

It snows! It snows! From out the sky,
The feathered flakes, how fast they fly!
Like little birds that don't know why
They're on the chase from place to place,
While neither can the other trace.
It snows! It snows! A merry play
Is o'er us on this winter's day.

— Miss Hannah F. Gould.

The snow had begun in the gloaming,
And busily all the night
Had been heaping field and highway
With a silence deep and white.

Every pine and fir and hemlock
Wore ermine too dear for an earl,
And the poorest twig on the elm-tree
Was ridged inch deep with pearl.

— James Russell Lowell.

N. G. KINSLEY.

A WINTER EVENING.

DECLENSION.

Declension is the orderly arrangement of the forms of a noun or of a pronoun to show the changes belonging to number and case.

DECLENSION OF NOUNS.

TABLE.

I. Proper Nouns.

CASE.	SINGULAR NUMBER.			
Nom.	John	Mary	James	Caroline
Poss.	John's	Mary's	James's	Caroline's
Obj.	John	Mary	James	Caroline

II. Common Nouns.

CASE.	SINGULAR NUMBER.			
Nom.	bird	man	sheep	army
Poss.	bird's	man's	sheep's	army's
Obj.	bird	man	sheep	army
	PLURAL NUMBER.			
Nom.	birds	men	sheep	armies
Poss.	birds'	men's	sheep's	armies'
Obj.	birds	men	sheep	armies

Write the declension of each of the following nouns:

woman	ox	lady	lion
child	horse	friend	fish
cousin	deer	brother	duck
George	Ruth	Arthur	Maud

Write sentences, using nouns in the nominative, in the possessive, and in the objective.

Tell the case of each noun in the following selection:

In the country, close by the road, stood a farm-house. Before it was a little flower-garden with a painted fence. Close by, on the edge of the ditch, in the midst of the most beautiful green grass, grew a little daisy. The sun shone on it just as warmly and brightly as on the large, beautiful, and gorgeous flowers in the garden. And so it grew from hour to hour.

One morning it stood in full bloom with its little shining white leaves, which surround the little yellow sun in the middle like rays. It did not at all consider that nobody would see it there in the grass, and that it was a poor, despised flower. No, it was happy; it turned itself toward the warm sun, looked up to it, and listened to the lark, which was singing in the air.

—"The Daisy." HANS CHRISTIAN ANDERSEN.

Write the story of *The Daisy*.

OUTLINE.

1. The Daisy's home.
2. Its contentment.
3. Its modesty.
4. Its friendship for the lark.
5. Fate of the lark.
6. What happened to the daisy.

Stoop where thou wilt, thy careless hand
Some random bud will meet;
Thou canst not tread, but thou wilt find
The daisy at thy feet. — THOMAS HOOD.

DECLENSION OF PRONOUNS.

TABLE.

I. Personal Pronouns.

CASE.	SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
	First Person.		*Second Person. — Old Form.*	
Nom.	I	we	thou	ye
Poss.	my / mine	our / ours	thy / thine	your / yours
Obj.	me	us	thee	you
	Second Person. — New Form.		*Third Person. — Masculine.*	
Nom.	you	you	he	they
Poss.	your / yours	your / yours	his	their / theirs
Obj.	you	you	him	them
	Third Person. — Feminine.		*Third Person. — Neuter.*	
Nom.	she	they	it	they
Poss.	her / hers	their / theirs	its	their / theirs
Obj.	her	them	it	them

II. Relative and Interrogative Pronouns.

CASE.	SINGULAR AND PLURAL.			SINGULAR.
Nom.	who	which	that	what
Poss.	whose	(whose)	——	——
Obj.	whom	which	that	what

The old forms — *ye, thou, thy, thine,* and *thee* — are no longer used by us when ordinarily speaking to one another, but are left for certain higher and more solemn uses, especially in prayer and in poetry.

Decline each pronoun in the following selection, and tell its case.

I know not how others saw her,
  But to me she was wholly fair,
And the light of the heaven she came from
  Still lingered and gleamed in her hair.
* * * * * * *
She had been with us scarce a twelvemonth,
  And it hardly seemed a day,
When a troop of wandering angels
  Stole my little daughter away.

But they left in her stead a changeling,
  A little angel child,
That seems like her bud in full blossom,
  And smiles as she never smiled:
When I wake in the morning, I see it
  Where she always used to lie,
And I feel as weak as a violet
  Alone 'neath the awful sky.

As weak, yet as trustful also;
  For the whole year long I see
All the wonders of faithful Nature
  Still worked for the love of me;
Winds wander, and dews drip earthward,
  Rain falls, suns rise and set,
Earth whirls, and all but to prosper
  A poor little violet. — JAMES RUSSELL LOWELL.

DEGREE.

Examine the following sentences:

1. Mr. Brown's house is quite large.
2. This house is larger than Mr. Brown's.
3. Yonder is the largest house on the street.
4. Henry is tall.
5. John is taller than Henry.
6. Charles is the tallest boy in school.
7. I like sweet apples.
8. These apples are sweeter than those.
9. These are the sweetest apples of all.

Point out all descriptive adjectives. Which denote simple qualities? Which denote a higher degree of these qualities? Which denote the highest degree of these qualities?

When an adjective is used to denote a simple quality, it is said to be in the positive degree.

When an adjective is used to denote a higher or a lower degree of the quality, it is said to be in the comparative degree.

When an adjective is used to denote the highest or the lowest degree of the quality, it is said to be in the superlative degree.

Many adverbs also are used to denote different degrees.

Ex. James can run *fast.* John can run *faster* than James. Henry can run *fastest* of the three.

Form the comparative and the superlative degrees of each adjective in the following selection:

When Abraham Lincoln was still quite a young lad, he walked a long distance one day to borrow Weems's "Life of Washington."

He read diligently all the way as he walked slowly homeward. By the time he reached home, it was dark; so he sat by the large, old-fashioned fire-place and read by the dim fire-light until bed-time. Then he took the book to bed and read till his candle burned out.

In the night a heavy rain-storm came up, and the book, which the lad had put in a wide crack between two of the cabin logs, was wet through.

The next morning, Abraham dried the book as well as he could, finished reading it, and carried it back to its owner. Explaining how the accident had occurred, he offered to buy the book and pay for it in work. The farmer kindly accepted his offer, and so young Lincoln himself became possessor of the valuable book.

Write a composition on *The Boyhood of Abraham Lincoln.*

OUTLINE.

1. His circumstances.
2. His talents.
3. His education.
4. His industry.

With malice toward none, with charity for all.

— ABRAHAM LINCOLN.

COMPARISON OF ADJECTIVES AND ADVERBS.

Comparison is a variation of the adjective or of the adverb to express quality in different degrees.

Ex. Tall, taller, tallest; beautiful, more beautiful, most beautiful; fast, faster, fastest; soon, sooner, soonest; high, higher, highest; swiftly, less swiftly, least swiftly.

The positive degree is expressed by the simple form of the adjective or the adverb.

The comparative degree is expressed by adding *er* to the positive or by placing *more* or *less* before it.

The superlative degree is expressed by adding *est* to the positive or by placing *most* or *least* before it.

Er and *est* are used with all words of one syllable, and with some words of two syllables with the accent on the first syllable.

WORDS OF IRREGULAR COMPARISON.

Adjectives.			Adverbs.		
POS.	COMP.	SUPER.	POS.	COMP.	SUPER.
good	better	best	well	better	best
bad, evil, ill	worse	worst	badly, ill	worse	worst
little	less	least	little	less	least
much, many	more	most	much	more	most
			far	farther	farthest

Tell the degree of each descriptive adjective and of each adverb of manner in the following selections:

Dear though the shadowy maple be,
And dearer still the whispering pine,
Dearest yon russet-laden tree,
Browned by the heavy-rubbing kine.
— Oliver Wendell Holmes.

And hark! is it the music of the pines?
Is it the lake? Is it the waterfall?
'Tis something sadder, sweeter far than all.
— Percy Bysshe Shelley.

We look before and after,
And pine for what is not;
Our sincerest laughter
With some pain is fraught;
Our sweetest songs are those that tell of saddest thought. — Percy Bysshe Shelley.

To my dear doting heart
Thou art the fairest and most precious jewel.
— William Shakespeare.

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
— William Shakespeare.

The villain is much lighter-heel'd than I;
I followed fast, but faster did he fly.
— William Shakespeare.

Grew like the summer grass, fastest by night.
— William Shakespeare.

VOICE.

Examine the following sentences:

1. The boy threw a pebble into the brook.
2. The fisherman has caught a large trout.
3. The artist has painted a beautiful picture.
4. The pupil is reciting his lesson.
5. Our brave soldiers have captured the fort.

Which word in each sentence denotes the doer of an action? Which word denotes the receiver of an action?

When the subject of a verb denotes the doer of an action, the verb is said to be in the active voice.

Examine the following sentences:

1. A pebble was thrown into the brook by the boy.
2. A large trout has been caught by the fisherman.
3. A beautiful picture has been painted by the artist.
4. The lesson is being recited by the pupil.
5. The enemy's fort has been captured by our brave soldiers.

Which word in each sentence denotes the doer of an action? Which word denotes the receiver of an action?

When the subject of a verb denotes the receiver of an action, the verb is said to be in the passive voice.

When the verb is in the passive voice, the doer is denoted by the chief word of a prepositional phrase.

Study the picture on the opposite page until you can give a good oral description of it.

Write a composition on *Mountains.*

Use the following outline:

1. What a mountain is.
2. Why mountains are usually rocky.
3. Why the soil on a mountain is poor.
4. Why it is cold on a high mountain.
5. Why so few people live on mountains.
6. What a mountain range is.
7. Some of the longest mountain ranges in the world.
8. Some of the highest mountain peaks in the world.

Mont Blanc is the monarch of mountains;
They crowned him long ago,
On a throne of rocks, in a robe of clouds,
With a diadem of snow.

—GEORGE GORDON, LORD BYRON.

Reaching toward the azure dome,
Freedom's fortress, Freedom's home,
Forest-clad, and ribbed with rock,
Proof against the tempest's shock,
Stretching out — a mighty chain —
Rise the mountains from the plain.

What lonely magnificence stretches around!
Each sight how sublime! How awful each sound!
All hushed and serene, as a region of dreams,
The mountains repose mid the roar of the streams.

—JOHN WILSON.

MOUNTAIN SCENERY.

Tell the voice of each verb in the following selection. Change each active form into the passive voice, and each passive form into the active voice.

In newspapers and in shop-windows you will often see the advertisement, "Wanted, an honest, industrious boy."

Yes, such a boy will always be wanted. He will be sought for. His services will be in demand. He will be respected and loved. He will always have a home, and will grow up to be a man esteemed and honored by all who know him.

He will be wanted. The merchant will want him as a salesman, and by and by as a partner. Clients will want him as their lawyer. Patients will want him as their doctor. Parents will want him as a teacher for their children. The general public will want him as their grocer, their clothier, and their shoemaker.

An honest, industrious, steady boy! Just think of it, lads! Do *you* answer to this description? Can *you* apply for this situation? — (*Adapted.*) MRS. SARAH PARTON.

Write a composition on *Honesty and Industry.*

OUTLINE.

1. Meaning of honesty.
2. Meaning of industry.
3. Places for honest, industrious boys.
4. Places for honest, industrious men.
5. How to become qualified for these places.

LESSON 104.

MODE.

Examine the following sentences:

1. The sun shines brightly.
2. Does the sun shine brightly?
3. How brightly the sun shines!
4. I know that the sun shines brightly.

Classify each sentence. Does each verb assert a fact?

A verb used to assert action or being as a fact, is said to be in the indicative mode.

Examine the following sentences:

1. If it rain, I shall not go.
2. I wish that I were at home.
3. He will fail unless he study.

Point out each clause. Does the verb in each clause assert a fact?

A verb used in a clause to assert action or being as a mere condition, as a supposition, or as a wish, is said to be in the subjunctive mode, if different in form from the indicative.

Examine the following sentences:

1. Respect and obey your teachers.
2. Be courteous to all.

To what class does each sentence belong?

A verb used to express a command or an entreaty is said to be in the imperative mode.

Tell the mode of each verb in the following selection:

Out in the forest stood a pretty little fir-tree. It had a good place; it could have sunlight and plenty of air, and round about grew many larger trees, pines, as well as firs.

But to the little fir-tree nothing seemed so important as growing. It did not care for the warm sun and the fresh air; it paid no attention to the peasant children, who walked and chattered there when they came out to gather strawberries and raspberries.

"Oh, that I were only as large a tree as the others!" sighed the little fir-tree. "Then I could spread out my branches far around, and with my crown look into the wide world. The birds would then build nests among my boughs, and when the wind blew, I could nod just as grandly as the others yonder."

—"The Fir-Tree." HANS CHRISTIAN ANDERSEN.

Write a synopsis of the story of the *Fir-Tree*.

OUTLINE.

1. Its pleasant situation.
2. Its desire for change.
3. Its one journey.
4. Its one Christmas.
5. Its experience in the lonely garret.

I remember, I remember
The fir-trees dark and high;
I used to think their slender tops
Were close against the sky.—THOMAS HOOD.

LESSON 106.

TENSE.

Examine the following sentences:

1. I am writing a letter to my mother.
2. I wrote to my father yesterday.
3. I shall write to my brother to-morrow.
4. I have just written to my cousin.
5. I had already written when I received your letter.
6. I shall have written before you receive this letter.

How many distinctions in regard to time do you find?

A distinction expressed by a verb in regard to time, is called tense.

A verb used to assert present action, being, or state, is said to be in the present tense.

A verb used to assert past action, being, or state, is said to be in the past tense.

A verb used to assert future action, being, or state, is said to be in the future tense.

A verb used to assert action, being, or state as completed at the present time, is said to be in the present-perfect tense.

A verb used to assert action, being, or state as completed at a given time in the past, is said to be in the past-perfect tense.

A verb used to assert action, being, or state as to be completed at a given time in the future, is said to be in the future-perfect tense.

Tell the mode and tense of each verb in the following selections:

1. He walks, he leaps, he runs — is winged with joy.
— WILLIAM COWPER.

2. What millions died that Cæsar might be great!
— THOMAS CAMPBELL.

3. I saw the sight — I moved — I lived.
— PERCY BYSSHE SHELLEY.

4. This way the voice was, if mine ear be true.
— JOHN MILTON.

5. If it were done when 'tis done, then 'twere well
It were done quickly. — WILLIAM SHAKESPEARE.

6. I have seen yon weary winter sun
Twice forty times return. — ROBERT BURNS.

7. If money go before, all ways do lie open.
— WILLIAM SHAKESPEARE.

8. We will gently walk and sweetly talk.
— PERCY BYSSHE SHELLEY.

9. The sound shall run along the winding vales.
— WILLIAM COWPER.

10. Beasts did leap and birds did sing,
Trees did grow, and plants did spring.
— WILLIAM SHAKESPEARE.

11. The world he loved so much
Had turned to dust and ashes at his touch.
— HENRY WADSWORTH LONGFELLOW.

12. Before the whirlwind wakes, I shall have found
My inn of lasting rest. — PERCY BYSSHE SHELLEY.

TENSES OF THE INFINITIVE AND THE PARTICIPLE.

Examine the following sentences:

1. Mr. A is said to be very rich.
2. Mr. B is said to have lost much money.
3. Mr. A was supposed to be quite rich.
4. Mr. B was reported to have failed.
5. Holding the boy, he swam to the boat.
6. Having failed, he left the city.

Point out all infinitives and participles. What distinctions in respect to time do they express?

The infinitive and the participle express two distinctions in regard to time.

The present infinitive and the present participle express action, being, or state as coinciding in time with that expressed by the predicate verb.

The perfect infinitive and the perfect participle express action, being, or state as completed at or before the time denoted by the predicate verb.

INFINITIVE FORMS.

Active Voice.		Passive Voice	
Pres.	(to) move.	*Pres.*	(to) be moved.
Perf.	(to) have moved.	*Perf.*	(to) have been moved.

PARTICIPLE FORMS.

Active Voice.		Passive Voice.	
Pres.	moving.	*Pres.*	moved, being moved.
Perf.	moved, having moved.	*Perf.*	having been moved.

Tell the voice and tense of each infinitive and participle in the following selection:

I loved to walk where none had walked before
About the rocks that ran along the shore;
Or far beyond the sight of men to stray,
And take my pleasure when I lost my way.
For then 'twas mine to trace the hilly heath,
And all the mossy moor that lies beneath.
Here had I favorite stations where I stood,
And heard the murmurs of the ocean flood,
With not a sound beside, except when flew
Aloft the lapwing or the gray curlew.
I loved to stop at every creek and bay
Made by the river in its winding way.
Pleasant it was to see the sea-gulls strive
Against the storm, or in the ocean dive
With eager scream; or, when they, dropping, gave
Their closing wings to sail upon the wave.
Then, as the winds and waters raged around,
And breaking billows mixed their deafening sound,
They on the rolling deep securely hung,
And calmly rode the restless waves among.

— "The Sea-shore." GEORGE CRABBE.

Write a composition on *The Sea-shore.*

OUTLINE.

1. Attractions of the sea-shore.
2. Birds of the sea-shore.
3. Why sailors dread the sea-shore in a storm.

PRINCIPAL PARTS OF THE VERB.

Examine the following verb-forms:

move	moved	moved
row	rowed	rowed
cry	cried	cried
come	came	come
go	went	gone
see	saw	seen

Certain forms of the verb are called principal parts. These are

The present infinitive; as, *move, row, cry, come, go, see.*

The past indicative; as, *moved, rowed, cried, came, went, saw.*

The simple perfect participle; as, *moved, rowed, cried, come, gone, seen.*

Verbs are divided into classes according to the manner of forming their principal parts.

Verbs that form the past indicative and simple perfect participle by adding *ed* to the present infinitive, are called regular verbs.

All other verbs are called irregular verbs.

Regular verbs ending with silent *e* drop this *e* before the ending *ed;* as, *move, mov-ed, mov-ed.*

Verbs ending with *y* preceded by a consonant, change this *y* into *i* before *ed;* as, *cry, cried, cried.*

Form the principal parts of each regular verb in the following selection:

Fervid on the glittering flood,
Now the noontide radiance glows;
Drooping o'er its infant bud,
Not a dewdrop decks the rose.

By the brook the shepherd dines;
From the fierce meridian heat
Sheltered by the branching pines
Pendent o'er his grassy seat.

Now the flock forsakes the glade,
Where, unchecked, the sunbeams fall;
Sure to find a pleasing shade
By the ivied abbey wall.

Cattle court the zephyrs bland,
Where the streamlet wanders cool;
Or, with languid silence, stand
Midway in the marshy pool.

Languid is the landscape round,
Till the fresh descending shower,
Grateful to the thirsty ground,
Raises every fainting flower.

— ALLAN CUNNINGHAM.

Write a composition on *Noon*.

OUTLINE.

1. Meaning of *noon*.
2. Effect of noonday heat on men, animals, and plants.
3. Cause of noonday heat.
4. Description of a noonday scene.

LESSON 112.

PRINCIPAL PARTS OF IRREGULAR VERBS.

Learn the following table of principal parts:

TABLE OF IRREGULAR VERBS.

PRES. INFINITIVE.	PAST INDICATIVE.	PERF. PARTICIPLE.
be	was	been
beat	beat	beaten, beat
begin	began	begun
bind	bound	bound
bite	bit	bitten, bit
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
find	found	found
fly	flew	flown
freeze	froze	frozen
get	got	gotten, got
give	gave	given
go	went	gone
grow	grew	grown
hide	hid	hidden, hid
hit	hit	hit

PRES. INFINITIVE.	PAST INDICATIVE.	PERF. PARTICIPLE.
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
let	let	let
make	made	made
meet	met	met
put	put	put
read	read	read
ride	rode	ridden
ring	rang, rung	rung
run	run	run
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shoot	shot	shot
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
slide	slid	slidden, slid
speak	spoke	spoken
steal	stole	stolen
strike	struck	struck
take	took	taken
tear	tore	torn
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written

Study the picture on the opposite page until you can give a good oral description of it.

Write a composition on *Plains*.

Use the following outline:

1. What a plain is.
2. Different names for plains.
   - *a*. What a prairie is.
   - *b*. What a plateau is.
   - *c*. What pampas are.
   - *d*. What steppes are.
   - *e*. What savannas are.
3. Why people generally prefer to live on plains.
4. Where some of the largest plains in the world are found.

Look how the plains for thee and me
Have decked themselves most fair to see,
All bright and sweet with flowers. — PAUL GERHARDT.

Where Silence says, mine is the dell;
And not a murmur from the plain,
And not an echo from the fell
Disputes her silent reign. — PERCY BYSSHE SHELLEY.

Let others of the mountain sing; —
  My song is of the plain,
Where cities rise, and forges ring
  With labor's loud refrain. — HENRY MARTIN.

It was a mountain at whose verdant feet
A spacious plain outstretched in circuit wide.
— JOHN MILTON.

G. VON MAFFEI.

PLAINS.

PRINCIPAL AND AUXILIARY VERBS.

Examine the following verb-phrases:

am going	do understand
have seen	did expect
had run	may return
will come	can conquer
shall write	must remember
will have heard	might depart
shall have finished	could decide
have been rowing	may have known
had been hunting	must have been

Which word in each phrase expresses the principal idea?

The word that expresses the principal idea in a verb-phrase, is called the principal verb.

The other words are called auxiliary verbs.

SIMPLE, PROGRESSIVE, AND EMPHATIC FORMS OF THE VERB.

Examine the following sentences. Observe the different forms of the verb in the same mode and tense.

1. I write. 2. I am writing. 3. I do write.

The first is called the simple form.

The second is called the progressive form.

The third is called the emphatic form.

Write sentences in each form.

Point out all principal verbs in the following selection, and tell in which form of assertion each is used.

"I will think of it." It is easy to say this; but do you know what great things have come from thinking.

Sir Isaac Newton saw an apple fall from a tree. He began to think; and, as a result, he discovered how the earth, the sun, the moon, and the stars are kept in place.

James Watt saw the lid of a tea-kettle moving up and down from the force of the steam. He began to think; and when he became a man, he improved the steam-engine so much that it could, with the greatest ease, do the work of many horses.

Galileo was once standing in the cathedral of Pisa, when he saw a chandelier swaying to and fro. He began to think, and invented the pendulum.

When you see a steamboat, a steam-engine, a steam-mill, or any other useful invention, remember that it is the result of hard thinking on the part of some one.

— H. F. Farny.

Write a composition on *Thinking*.

Outline.

1. How we learn.
   - *a.* By observing.
   - *b.* By studying.
   - *c.* By thinking.
2. Importance of the last.
3. What thinking has done for the world.

Man was born for two things — thinking and acting.

— Cicero.

CONJUGATION.

Conjugation is the orderly arrangement of the forms of a verb to show the changes belonging to voice, mode, tense, person, and number.

Most finite verb-forms are verb-phrases. The only simple forms are found in the present and past tenses of the active voice.

CONJUGATION OF SIMPLE VERB-FORMS.

REGULAR VERBS.

Indicative Mode.

	Present Tense.		*Past Tense.*
PER.	SINGULAR.		SINGULAR.
1.	I row.	1.	I rowed.
2.	You row.	2.	You rowed.
3.	He rows.	3.	He rowed.
	PLURAL.		PLURAL.
1.	We row.	1.	We rowed.
2.	You row.	2.	You rowed.
3.	They row.	3.	They rowed.

Conjugate *move, try, heed, jump,* and *recite* in the present and past tenses.

Imperative Mode.

The imperative mode is used only in the present tense and in the second person. It has but one form for both singular and plural, and this in all verbs, regular or irregular, is the same as that of the present infinitive; as, *row, move, try, see, have, be.*

CONJUGATION—SIMPLE VERB-FORMS.

Irregular Verbs.

Indicative Mode.

Present Tense.

SINGULAR.

1.	I see,	have,	am,	shall,	will.
2.	You see,	have,	are,	shall,	will.
3.	He sees,	has,	is,	shall,	will.

PLURAL.

1.	We see,	have,	are,	shall,	will.
2.	You see,	have,	are,	shall,	will.
3.	They see,	have,	are,	shall,	will.

Past Tense.

SINGULAR.

1.	I saw,	had,	was,	should,	would.
2.	You saw,	had,	were,	should,	would.
3.	He saw,	had,	was,	should,	would.

PLURAL.

1.	We saw,	had,	were,	should,	would.
2.	You saw,	had,	were,	should,	would.
3.	They saw,	had,	were,	should,	would.

Subjunctive Mode.

Present Tense.		*Past Tense.*	
SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
I be.	We be.	I were.	We were.
You be.	You be.	You were.	You were.
He be.	They be.	He were.	They were.

Be and *were* are the only common subjunctives. A third singular present subjunctive of other verbs sometimes occurs; as, If he love me. Its form is like that of the first singular indicative.

CONJUGATION OF VERB-PHRASES.

The conjugation of the compound forms is the same in all verbs, both regular and irregular.

The present-perfect tense of all verbs is formed by combining the present tense of *have* with the perfect participle of the principal verb.

Ex. I have moved. He has seen.

Conjugate the verbs *row, move, try, see, have,* and *be* in the present-perfect tense.

The past-perfect tense of all verbs is formed by combining the past tense of *have* with the perfect participle of the principal verb.

Ex. I had moved. You had seen.

Conjugate the verbs *row, move, try, see, have,* and *be* in the past-perfect tense.

The future tense of all verbs is formed by combining the present tense of *shall* and *will* with the present infinitive of the principal verb.

Ex. I shall move. You will see. He will be. I will go.

When simple futurity is to be expressed, *shall* is used in the first person, and *will* in the second and third.

When determination or promise is to be expressed, *will* is used in the first person, and *shall* in the second and third.

Conjugate five verbs in the future tense, (1) to express simple futurity, and (2) to express determination.

CONJUGATION OF VERB-PHRASES.

The future-perfect tense of all verbs is formed by combining the present tense of *shall* and *will* with the perfect infinitive of the principal verb.

Ex. I shall have moved. You will have seen. He will have been. We shall have gone. They will have returned.

Conjugate the verbs *row, move, try, see, have,* and *be* in the future-perfect tense.

Conjugate the verb *be* throughout all the modes and tenses.

A verb is conjugated in the passive voice by adding its simple passive participle to the forms of the verb *be.*

Ex. I am moved. You were seen. He has been hurt. We shall be blamed.

Conjugate the verbs *row, move, try,* and *see* in the passive voice.

A verb is conjugated in the progressive form of the active voice by adding its present active participle to the forms of the verb *be.*

Ex. I am moving. He was going.

Conjugate the verbs *row, move, try,* and *see* in the progressive form of the active voice.

A verb is conjugated in the emphatic form by adding its present infinitive to the present and past forms of *do.*

Ex. We do see. They did go.

Conjugate the verbs *row, move, try,* and *see* in the emphatic form.

POTENTIAL AUXILIARIES.

Certain verbs, from their use, are called potential auxiliaries.

The most important of these are the following:

May, denoting liberty or permission; as, You *may* go.

Can, denoting power or possibility; as, John *can* run fast.

Must, denoting necessity; as, I *must* return home to-morrow.

Should, past tense of *shall*, denoting obligation; as, Pupils *should* obey their teachers.

Would, past tense of *will*, denoting inclination or desire; as, I *would* go if I could.

CONJUGATION OF *May*, *Can*, AND *Must*.

Present Tense.

I	may,	can,	must.
You	may,	can,	must.
He	may,	can,	must.
We	may,	can,	must.
You	may,	can,	must.
They	may,	can,	must.

Past Tense.

I	might,	could,	
You	might,	could,	
He	might,	could,	Wanting.
We	might,	could,	
You	might,	could,	
They	might,	could,	

POTENTIAL AUXILIARIES.

The potential auxiliaries are used with the present infinitive of the principal verb to form verb-phrases in the present and past tenses, and with the perfect infinitive of the principal verb to form verb-phrases in the present-perfect and past-perfect tenses.

CONJUGATION OF *May* WITH PRINCIPAL VERB.

Present Tense.	*Present-Perfect Tense.*
I may go.	I may have gone.
You may go.	You may have gone.
He may go.	He may have gone.
We may go.	We may have gone.
You may go.	You may have gone.
They may go.	They may have gone.
Past Tense.	*Past-Perfect Tense.*
I might go.	I might have gone.
You might go.	You might have gone.
He might go.	He might have gone.
We might go.	We might have gone.
You might go.	You might have gone.
They might go.	They might have gone.

Conjugate *can* with *see, must* with *write, should* with *move,* and *would* with *be.*

The forms made with the potential auxiliaries are regarded by some grammarians as constituting a separate mode, which they call the potential mode. In this case, it is necessary to distinguish between the indicative potential and the subjunctive potential.

USE OF THE RIGHT VERB.

PRINCIPAL PARTS.

Sit,	sat,	sat.
Set,	set,	set.

Examine the following sentences:

1. The boy sits on a box.
2. The boy sat on the bank of the river.
3. The boy has sat down on his sister's new hat.

1. The boy sets the box on end.
2. The boy set a trap for the rabbit.
3. The boy has set his dog on a rabbit.

Do not use *set* for *sit*. *Sit* is intransitive. *Set*, in most of its uses, is transitive.

PRINCIPAL PARTS.

Lie,	lay,	lain.
Lay,	laid,	laid.

Examine the following sentences:

1. The boy lies on a bench.
2. The boy lay silent a long time.
3. The boy has lain down under the tree.

1. The boy lays his book on the bench.
2. The boy laid his hand on the book.
3. The boy has laid his bat on the grass.

Do not use *lay* for *lie*. *Lie* is intransitive. *Lay*, in most of its uses, is transitive.

LESSON 123.

USE OF THE RIGHT VERB.

PRINCIPAL PARTS.

Rise,	rose,	risen.
Raise,	raised,	raised.

Examine the following sentences:

1. The wind rises and fills the sails.
2. The boy rose from his seat.
3. The price of grain has risen.

1. The wind raises a cloud of dust.
2. The pupil raised his hand.
3. The farmers have raised large crops.

Do not use *raise* for *rise*. *Rise* is almost always intransitive; *raise* is always transitive.

PRINCIPAL PARTS.

Learn,	learned,	learned.
Teach,	taught,	taught.

Examine the following sentences:

1. The little boy learns to read.
2. This girl learned to sew quite young.
3. This idle boy has never learned to read.

1. The girl teaches her brother to read.
2. Her sister taught her to sew.
3. They have taught him good manners.

Do not use *learn* for *teach*. *Learn* means *to acquire knowledge; teach* means *to impart knowledge.*

S. JACOBSEN.

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THE FOREST.

Study the picture on the opposite page until you can give a good oral description of it.

Write a composition on *Forests*.

Use the following outline:

1. What a forest is.
2. Of what use forests are.
3. Where large forests are found in the United States.
4. Other names given to various collections of trees.
   - *a*. What a wood is.
   - *b*. What a grove is.
   - *c*. What a park is.
   - *d*. What an orchard is.

Among the beautiful pictures
That hang on memory's wall,
Is one of a dim old forest,
That seemeth best of all. — ALICE CARY.

The stately trees with leafy boughs,
The birds that flit so free,
The forest flowers springing wild, —
All have a charm for me.

And even when the killing frosts
Have made the forests bare,
And winter snows the branches bend,
I love to wander there.

I love the busy town to leave,
Forsake the crowded mart,
And in the forest solitudes
Draw near to Nature's heart. — GEORGE P. MORRIS.

USE OF THE RIGHT VERB-FORM.

Attack, be, blow, break, catch.

Give the principal parts of each of these verbs.
Examine the following sentences:

1. Our army crossed the river and attacked the enemy just before daybreak.
2. The ships have not yet attacked the enemy's strongest fort.
3. I am going home immediately.
4. The wind blew violently.
5. The wind has blown down a large apple tree that stood near the old wall.
6. Charles has broken his new knife.
7. He broke it on his way to school.
8. Harold caught a large trout.
9. Stephen has not caught anything yet.

Do not pronounce *attacked* with three syllables. Do not use *be* as an indicative form. Do not use *blowed* for *blew* or *blown*, nor *broke* for *broken*. Do not use *catch* as a regular verb.

Write a number of declarative sentences, using forms of these verbs.

Write sentences that affirm, using all the present indicative forms of *be*.

Write sentences that deny, using all the principal parts of the verbs, — *attack, blow, break, catch*.

Do not use two negatives in expressing a denial. Two negatives are equivalent to an affirmative.

USE OF THE RIGHT VERB-FORM.

Choose, come, do, draw, drive.

Give the principal parts of each of these verbs.
Examine the following sentences:

1. The society has chosen a new president.
2. The man came near falling.
3. Who did this?
4. Who drew the prize?
5. I have drawn a fine prize.
6. Henry has driven the cows to pasture.

Do not use *chose* for *chosen*, *come* for *came*, *done* for *did*, nor *drove* for *driven*. Do not use *draw* as a regular verb.

Write a number of interrogative sentences, using all the principal parts of these verbs.

Drown, fall, fly, freeze.

Give the principal parts of these verbs.
Examine the following sentences:

1. The boy came near being drowned.
2. The leaves have fallen from the trees.
3. The bird has flown up into the tree.
4. The river has frozen over.

Do not pronounce *drowned* with two syllables. Do not use *fell* for *fallen*, *flew* for *flown*, nor *froze* for *frozen*.

Write a number of imperative and exclamatory sentences, using all the principal parts of these verbs.

LESSON 127.

USE OF THE RIGHT VERB-FORM.

Give, go, grow, know.

Give the principal parts of each of these verbs.
Examine the following sentences:

1. What have you given to Charles?
2. I gave him some apples.
3. My cousin has gone home.
4. The corn grew very rapidly.
5. Harold has grown quite tall.
6. I knew he would come.
7. I have known him a long time.

Do not use *grow* and *know* as regular verbs. Do not use *give* for *gave* or *given*, nor *went* for *gone*.

Write simple sentences, using all the principal parts of these verbs.

Ride, see, shake.

Give the principal parts of each of these verbs.
Examine the following sentences:

1. John has ridden to town.
2. He rode the black horse.
3. Have you seen our new neighbor?
4. We saw him yesterday.
5. The wind has shaken the apples from this tree.

Do not use *rid* for *rode* or *ridden*, nor *rode* for *ridden*. Do not use *seen* for *saw*, nor *shook* for *shaken*.

USE OF THE RIGHT VERB-FORM.

Speak, steal, take, tear.

Give the principal parts of each of these verbs.
Examine the following sentences:

1. Frederick has not spoken to me to-day.
2. Somebody has stolen Caroline's book.
3. Who has taken Henry's pencil?
4. The dog has torn Mary's gloves.

Do not use *spoke* for *spoken*, *stole* for *stolen*, *took* for *taken*, nor *tore* for *torn*.

Write complex sentences, using the principal parts of these verbs.

Throw, wear, win, write.

Give the principal parts of each of these verbs.
Examine the following sentences:

1. The boy threw a pebble across the river.
2. John has thrown his ball over the house.
3. Arthur's shoes are nearly worn out.
4. Harold won the first prize for good spelling, but Herbert has never won a prize in his life.
5. My brother has not written to me, but I wrote to him more than a month ago.

Do not use *throw* as a regular verb. Do not use *wore* for *worn*, *win* for *won*, *wrote* for *written*, nor *writ* for *wrote* or *written*.

Write compound sentences, using all the forms of these verbs.

LESSON 129.

RULES OF SYNTAX.

Syntax treats of the relation, agreement, government, and arrangement of words in sentences.

Rules of syntax are brief statements of the laws that govern the relations of words.

The most important rules of syntax are the following:

1. A noun or a pronoun used independently by address or as the subject of a finite verb, is in the nominative case.

Ex. George, here is your knife.

2. The subject of an infinitive is in the objective case.

Ex. Absence makes the heart grow fonder.

3. A predicate noun or pronoun is in the same case as the subject to which it refers.

Ex. Milton was a great poet. I knew him to be a coward. They did not know that it was I. They are said to be savages.

4. A noun or a pronoun used as a possessive modifier, is in the possessive case.

Ex. Like angels' visits, few and far between. A bad workman always complains of his tools.

5. A noun used as an explanatory modifier, agrees in case with the noun or pronoun which it explains.

Ex. Daniel Webster, the great orator, was a native of New Hampshire. Did you ever hear Daniel Webster, the great orator?

6. The object of a verb or of a preposition is in the objective case.

Ex. A burnt child dreads the fire. A stone in a well is not lost.

7. A noun used as an adverbial modifier, is in the objective case.

Ex. The ship sailed north three days. That load of coal will weigh a ton. These boots are worth five dollars a pair.

8. A pronoun agrees with its antecedent in gender, number, and person.

Ex. The man who was here yesterday is an unfortunate soldier. The men who were here last week are Englishmen. I hear, soldier, that you are a brave man. The lady has lost her veil.

9. A finite verb agrees with its subject in number and person.

Ex. The frost comes and the leaves fall.

a. When the subject consists of two or more singular nouns or pronouns connected by *and*, the verb is generally in the plural number.

Ex. The book and the pen are on the table. John and Charles are both here. Both he and I are going.

b. When the subject consists of two or more singular nouns or pronouns connected by *or* or *nor*, the verb is in the singular number.

Ex. Either he or his brother is to blame.

Study the picture on the opposite page until you can give a good oral description of it.

Write a composition on *The Sea.*

Use the following outline:

1. To what the name *sea* is applied.
   - *a.* To the ocean in general.
   - *b.* To any other very large body of water.
2. What kinds of animals live in the sea.
3. Uses of the sea.
   - *a.* As a reservoir.
     1. To receive the water of rivers.
     2. To supply vapor to form clouds.
   - *b.* For navigation.
   - *c.* For fishing.

Thou boundless, shining, glorious sea!
With ecstasy I gaze on thee;
And, as I gaze, thy billowy roll
Wakes the deep feelings of my soul.

— *From the German.*

The sea! the sea! the open sea!
The blue, the fresh, the ever free!
Without a mark, without a bound,
It runneth the earth's wide regions round;
It plays with the clouds; it mocks the skies;
Or like a cradled creature lies.

— BRYAN WALLER PROCTER.

Oh, when shall the ocean's troubled breast
Calmly and quietly sink to rest?
When shall the wave's wild murmurs cease,
And the mighty waters be hushed in peace?

L. JAMES.

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THE BREAKING WAVE.

REVIEW-SCHEME No. 3.

CLASSIFICATION OF THE PARTS OF SPEECH.

PART OF SPEECH.	CLASSES.	EXAMPLES.
Noun.	Proper.	Harold.
	Common.	Book, pen.
Pronoun.	Personal.	I, you, he.
	Relative.	Who, that.
	Interrogative.	Who? what?
Adjective.	Descriptive.	Good, true.
	Definitive.	This, that.
	Proper.	German.
Verb.	Transitive.	I see him.
	Intransitive.	He runs.
	Regular.	Move, try.
	Irregular.	Give, see.
	Principal.	He will *run*.
	Auxiliary.	He *will* run.
Adverb.	Place.	Here, there.
	Time.	Now, soon.
	Manner.	Swiftly.
	Degree.	Very, quite.
Conjunction.	Coördinative.	And, but.
	Subordinative.	If, unless.

REVIEW-SCHEME No. 4.

MODIFICATIONS.

PARTS OF SPEECH.	MODIFICATIONS.	SUBDIVISIONS.
Noun	Number.	Singular. Plural.
and	Gender.	Masculine. Feminine. Common.
Pronoun.		Neuter.
	Person.	First. Second. Third.
	Case.	Nominative. Possessive. Objective.
Adjective and Adverb.	Degree.	Positive. Comparative. Superlative.
Verb.	Voice.	Active. Passive.
	Mode.	Indicative. Subjunctive. Imperative.
	Tense.	Present. Present-Perfect. Past. Past-Perfect. Future. Future-Perfect.
	Person.	First. Second. Third.
	Number.	Singular. Plural.

PARSING.

To parse a word comprises three steps:

1) Telling the part of speech to which it belongs, and its sub-class, if any.

2) Naming its modifications; that is, its number, gender, person, etc.

3) Stating its syntax; that is, its relation to other words in the sentence.

Parse the words in the following exercise according to the model given on the following page:

I sat by my window one night,
And watched how the stars grew high;
And the earth and sky were a splendid sight
To a sober and musing eye.

From heaven the silver moon shone down
With gentle and mellow ray,
And beneath the crowded roofs of the town
In broad light and shadow lay.

A glory was on the silent sea,
And mainland and island too,
Till a haze came over the lowland lea,
And shrouded the beautiful blue.

Bright in the moon the autumn wood
Its crimson scarf unrolled,
And the trees like a splendid army stood
In a panoply of gold.— HENRY W. LONGFELLOW.

REVIEW-SCHEME No. 5.

Model for Parsing.

SENTENCE.	CLASSIFICATION.		MODIFICATIONS.	SYNTAX.
	PART.	CLASS.		
Oh,	Inter.			
how	Adv.	Deg.		Mod. *pure* and *white*.
pure	Adj.	Des.	Pos. Deg.	Pred. Adj. after *is*.
and	Conj.	Coör.		Con. *pure* and *white*.
white	Adj.	Des.	Pos. Deg.	Pred. Adj. after *is*.
is	Vb.	Ir. Int.	Ind. Pres. 3 sing.	Agrees with *snow*.
the	Adj.	Def.		Mod. *snow*.
snow	N.	Com.	Sing. Neut. 3. Nom.	Subj. of *is*.
that	Pro.	Rel.	Sing. Neut. 3. Obj.	Obj. of *see*.
we	Pro.	Per.	Plu. Com. 1. Nom.	Subj. of *see*.
see	Vb.	Ir. Tr.	Act. Ind. Pres. I. Plu.	Agrees with *we*.
on	Prep.			Con. *see* and *hill*.
yon	Adj.	Def.		Mod. *hill*.
high	Adj.	Des.	Pos. Deg.	Mod. *hill*.
hill !	N.	Com.	Sing. Neut. 3. Obj.	Obj. of *on*.

Abbreviations Used in the Above Scheme.

Act., Active Voice.
Adj., Adjective.
Adv., Adverb.
Com., { Common Gender. / Common Noun.
Con., connects.
Conj., Conjunction.
Coör., Coördinative.
Def., Definitive.
Deg., Degree.
Des., Descriptive.
Ind., Indicative.
Int., Intransitive.
Inter., Interjection.
Ir., Irregular.
Mod., Modifies.
Neut., Neuter Gender.
N., Noun.
Nom., Nominative.
Obj., Object, Objective.
Per., Personal.
Plu., Plural No.
Pos., Positive.
Pred., Predicate.
Prep., Preposition.
Pres., Present.
Pro., Pronoun.
Rel., Relative.
Sing., Singular No.
Subj., Subject.
Tr., Transitive.
Vb., Verb.
1. First Person.
3. Third Person.

MODELS FOR ANALYSIS.

In analyzing a sentence, the following order may be observed:

1. Classify the sentence according to its form and its use.

2. Divide the sentence into two parts, subject and predicate.

3. Name and classify the chief word or words in the subject.

4. Name and classify the chief word or words in the predicate.

5. Name and classify all modifiers in the subject.

6. Name and classify all modifiers and all objects in the predicate.

7. Resolve each clause or phrase, except verb-phrases, into its component parts.

MODEL.* — The waves are singing a song of woe.

1. This is a simple declarative sentence.

2. *The waves* is the subject; *are singing a song of woe* is the predicate.

3. The chief word in the subject is the noun *waves*.

4. The chief words in the predicate form the verb-phrase, *are singing*.

5. *Waves* is modified by the adjective *the*.

6. The direct object of *are singing* is the noun *song*.

* In the models, each step is numbered with reference to the corresponding step in the order of analysis given above.

Song is modified by the adjective *a* and the adjective phrase *of woe.*

7. The phrase *of woe* consists of the preposition *of* and the noun *woe.*

MODEL. — Green fields and silent glens, we come to spend this bright spring day with you.

1. This is a simple declarative sentence.

2. *We* is the subject; *come to spend this bright spring day with you* is the predicate. The nouns *fields* and *glens* are independent by address; *fields* is modified by the adjective *green,* and *glens* by the adjective *silent; fields* and *glens* are connected by the conjunction *and.*

3. The subject is a pronoun unmodified.

4. The chief word in the predicate is the verb *come.*

6. *Come* is modified by the adverbial phrase *to spend this bright spring day with you.*

7. The chief word of the phrase is the infinitive *spend; spend* is modified by the adverbial phrase *with you,* which consists of the preposition *with* and the pronoun *you.* The direct object of *spend* is the noun *day,* modified by the adjectives *this, bright,* and *spring.*

MODEL. — He that is friendly will have friends.

1. This is a complex declarative sentence.

2. *He that is friendly* is the subject; *will have friends* is the predicate.

3. The chief word in the subject is the pronoun *he.*

4. The chief words in the predicate form the verb-phrase *will have.*

5. *He* is modified by the adjective clause *that is friendly.*

6. The direct object of *will have* is the noun *friends.*

7. The subject of the clause is the pronoun *that; is friendly* is the predicate; *is* is a verb, and *friendly* is a predicate adjective.

MODEL. — That an idle pupil should fail is not strange.

1. This is a complex declarative sentence.

2. *That an idle pupil should fail* is the subject; *is not strange* is the predicate.

3. The subject is a clause used as a noun.

4. The chief words in the predicate are the verb *is* and the predicate adjective *strange.*

6. *Strange* is modified by the adverb *not.*

7. The subject of the clause is *an idle pupil;* the predicate is *should fail; that* is a conjunction. The chief word in the subject is the noun *pupil; pupil* is modified by the adjectives *an* and *idle.* The predicate is a verb-phrase unmodified.

MODEL. — Darkness recedes as light advances.

1. This is a complex declarative sentence.

2. *Darkness* is the subject; *recedes as light advances* is the predicate.

3. The subject is a noun unmodified.

4. The chief word in the predicate is *recedes*.

6. *Recedes* is modified by the adverbial clause *as light advances*.

7. The subject of the clause is the noun *light;* the predicate is the verb *advances; as* is a conjunction connecting the clause with the verb *recedes*.

MODEL. — You may lead a horse to water, but you cannot make him drink.

1. This is a compound declarative sentence, composed of the two clauses, *You may lead a horse to water*, and, *You can not make him drink*, connected by the conjunction *but*.

2. The subject of the first clause is the pronoun *you;* the predicate is *may lead a horse to water*. The subject of the second clause is the pronoun *you;* the predicate is *can not make him drink*.

4. The chief words in the predicate of the first clause form the verb-phrase *may lead*. The chief words in the predicate of the second clause form the verb-phrase *can make*.

6. *Lead* is modified by the adverbial phrase *to water*. The direct object of *lead* is the noun *horse*, modified by the adjective *a*. *Make* is modified by *not*. The direct object of *make* is the infinitive phrase (*to*) *drink* with its assumed subject *him*.

REVIEW SENTENCES FOR ANALYSIS.

1. Time flies. — Edward Young.
2. Darkness falls. — Victor Hugo.
3. A good time is coming. — Sir Walter Scott.
4. Old friends are best. — John Selden.
5. Knowledge is power. — Francis Bacon.
6. Our country's flag is freedom's emblem.
7. The winds, danger's grim playmates, slept.
   — Percy Bysshe Shelley.
8. Hope, life's soothing balm, is our support.
9. Bad news always travels swiftly.
10. A dewy freshness fills the silent air. — Robert Southey.
11. Syllables govern the world. — John Selden.
12. Give thy thoughts no tongue. — William Shakespeare.
13. How beautiful is night! — Robert Southey.
14. Brevity is the soul of wit. — William Shakespeare.
15. I'll put a girdle round about the earth in forty minutes. — William Shakespeare.
16. The dews of the evening most carefully shun, —
    Those tears of the sky for the loss of the sun.
    — Earl of Chesterfield.
17. One morn I missed him on the 'customed hill.
    — Thomas Gray.
18. Hast thou a charm to stay the morning star in his steep course? — Samuel Taylor Coleridge.
19. Winter, lingering, chills the lap of May.
    — Oliver Goldsmith.

20. A man I am, crossed with adversity.
— WILLIAM SHAKESPEARE.

21. Then join in hand, brave Americans all;
By uniting we stand, by dividing we fall.
— JOHN DICKINSON.

22. To be prepared for war is one of the most effectual means of preserving peace. — GEORGE WASHINGTON.

23. Neither a borrower nor a lender be.
— WILLIAM SHAKESPEARE.

24. Greatness and goodness are not means, but ends.
— SAMUEL TAYLOR COLERIDGE.

25. Advising is easier than helping. — *German Proverb.*

26. It is better to receive than to do a wrong. — CICERO.

27. It is easy to go on foot when one has a horse by the bridle. — *French Proverb.*

28. Improve each moment as it flies. — SAMUEL JOHNSON.

29. My eyes make pictures when they are shut.
— SAMUEL TAYLOR COLERIDGE.

30. Art is long, and Time is fleeting.
— HENRY WADSWORTH LONGFELLOW.

31. Distance lends enchantment to the view,
And robes the mountain in its azure hue.
— THOMAS CAMPBELL.

32. My boat is on the shore,
And my bark is on the sea. — GEORGE GORDON BYRON.

33. Smooth runs the water where the brook is deep.
— WILLIAM SHAKESPEARE.

34. How noiseless falls the foot of time,
That only treads on flowers. — WILLIAM R. SPENCER.

REVIEW SENTENCES FOR ANALYSIS.

1. Night came with stars. — Felicia D. Hemans.
2. The golden moment had vanished.
— Henry Wadsworth Longfellow.
3. See yon gay goldfinch hop from spray to spray,
Who sings a farewell to parting day. — John Gay.
4. Twilight brought back the evening star to the sky.
— Henry Wadsworth Longfellow.
5. The river forever glides singing along,
The rose on its bank bends down to its song.
— Edmund Waller.
6. And Nature, the old nurse, took
The child upon her knee,
Saying: "Here is a story-book
Thy Father has written for thee."
— Henry Wadsworth Longfellow.
7. Here are seen no traces of man's pomp or pride.
— William Cullen Bryant.
8. Seek the primrose where it springs,
Or chase the fly with painted wings. — F. D. Hemans.
9. Forests have ears, and fields have eyes.
— Henry Wadsworth Longfellow.
10. Roll on, thou deep and dark blue ocean — roll!
— George Gordon, Lord Byron.
11. How sweetly did they float upon the wings of silence! — John Milton.
12. Hark! on the winds the bell's deep tones are swelling. — George D. Prentice.

13. The birch-trees wept in fragrant balm,
The aspens slept beneath the calm. — Sir Walter Scott.

14. The war-pipes ceased, but lake and hill
Were busy with their echoes still. — Sir Walter Scott.

15. For of all sad words of tongue or pen,
The saddest are these: "It might have been."
— John Greenleaf Whittier.

16. Faint and more faint the murmurs grew,
Till in the summer land of dreams
They softened to the sound of streams.
— John Greenleaf Whittier.

17. How sweetly does the moonbeam smile
To-night upon yon leafy isle! — Thomas Moore.

18. Again the sunny month of May
Has made our hills and valleys gay. — Robert Burns.

19. And then there was a little isle,
Which in my very face did smile,
The only one in view;
A small green isle, it seemed no more,
Scarce broader than my dungeon floor,
But in it there were three tall trees,
And o'er it flew the mountain breeze,
And by it there were waters flowing,
And on it there were flowers growing
Of gentle breath and hue. — George Gordon Byron.

A. LEU.

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SUNSET.

Study the picture on the opposite page until you can give a good oral description of it.

Write a composition on *Day and Night.*

Use the following outline:

1. What causes day and night.
2. The advantages resulting from this succession of day and night.
3. In what part of the year the days are longest.
4. When the nights are longest.

The day is done, and the darkness
Falls from the wings of Night,
As a feather is wafted downward
From an eagle in his flight.

— HENRY WADSWORTH LONGFELLOW.

Slowly o'er the eastern sea-bluffs a milder glory shone,
And the sunset and the moonrise were mingled into one.

— JOHN GREENLEAF WHITTIER.

How beautiful is Night!
A dewy freshness fills the silent air;
No mist obscures, nor cloud, nor speck, nor stain
Breaks the serene of heaven. — ROBERT SOUTHEY.

Night's candles are burnt out, and jocund day
Stands tiptoe on the misty mountain-top.

— WILLIAM SHAKESPEARE.

The morning lark, the messenger of day,
Saluted with her song the morning gray;
And soon the sun arose with beams so bright,
That all the horizon laugh'd, to see the joyous sight.

— JOHN DRYDEN.

ABBREVIATIONS.

An abbreviation consists of one or more letters of a word used to represent the whole word; as, *Dr.* for *Debtor* or *Doctor*.

An abbreviation should be followed by a period.

Learn the following abbreviations, which include those most frequently used in letter-writing.

NAMES OF DAYS.

Sun., Sunday.
Mon., Monday.
Tues., Tuesday.
Wed., Wednesday.
Thurs., Thursday.
Fri., Friday.
Sat., Saturday.

NAMES OF MONTHS.

Jan., January.
Feb., February.
Mar., March.
Apr., April.
Aug., August.
Sept., September.
Oct., October.
Nov., November.
Dec., December.

NAMES OF TITLES.

Capt., Captain.
Col., Colonel.
D.D., Doctor of Divinity.
Dr., Doctor.
Hon., Honorable.
Jr., Junior.
Lieut., Lieutenant.
LL.D., Doctor of Laws.
M.D., Doctor of Medicine.
Messrs., Messieurs (= plural of Mr.).
Mr., Mister.
Mrs., Mistress. (Pronounced Missis.)
P.M., Postmaster.
Prof., Professor.
Rev., Reverend.
Sec., Secretary.
Sr., Senior.
Supt., Superintendent.

NAMES OF STATES, TERRITORIES, ETC.

Ala., Alabama.
Ark., Arkansas.

Ariz., Arizona Territory.
Cal., California.
Colo., Colorado.
Conn., Connecticut.
D.C., District of Columbia.
Del., Delaware.
Fla., Florida.
Ga., Georgia.
Ill., Illinois.
Ind., Indiana.
Ind. T., Indian Territory.
Kans., Kansas.
Ky., Kentucky.
La., Louisiana.
L.I., Long Island.
Mass., Massachusetts.
Md., Maryland.
Me., Maine.
Mich., Michigan.
Minn., Minnesota.
Miss., Mississippi.
Mo., Missouri.
Mont., Montana.
N.C., North Carolina.
N. Dak., North Dakota.
Nebr., Nebraska.
Nev., Nevada.
N.H., New Hampshire.
N.J., New Jersey.
N. Mex., New Mexico.
N.Y., New York.
O., Ohio.
Ok. T., Oklahoma Territory.
Oreg., Oregon.
Pa., or *Penn.*, Pennsylvania.
R.I., Rhode Island.
S.C., South Carolina.
S. Dak., South Dakota.
Tenn., Tennessee.
Tex., Texas.
Va., Virginia.
Vt., Vermont.
Wash., Washington.
Wis., Wisconsin.
W. Va., West Virginia.
Wyo., Wyoming.

Miscellaneous Abbrs.

A.D., In the year of our Lord.
Acct., or %, Account.
A.M., Before noon.
Av., or *Ave.*, Avenue.
B.C., Before Christ.
¢, or *ct.*, cents.
Co., Company; County.
C.O.D., Collect on Delivery.
Cr., Credit; Creditor.
Dr., Debtor.
Ex., Example; Exodus.
M., Noon.
P.M., or *p.m.*, Afternoon.
P.O., Post-Office.
P.S., Postscript.
St., Street.

LETTER-WRITING.

1. Heading.

Parts: Place; Date.

WHERE WRITTEN.	FORMS.
1. Small town.	Washington, Sullivan Co., N.H., Mar. 6, 1897.
2. City.	3899 Indiana Ave., Chicago, Ill., July 20, 1897.
3. Hotel, school, or other well-known institution.	Palmer House, Chicago, Ill., June 10, 1897.
	Cook County Normal, Chicago, Ill., July 5, 1896.

2. Introduction.

Parts: Address; Salutation.

PERSON ADDRESSED.	FORMS.
1. Person with an official or professional title.	Hon. A. B. Castleton, Springfield, Ill. Sir:
	B. C. Denning, M.D., Chicago, Ill. Dear Sir:
	Rev. D. E. Fulton, Rochester, N.Y. Rev. Sir:
	Prof. Howard Gray, Boston, Mass. Dear Sir:

2. Person without official or professional title.	Mr. T. H. Scott, My dear Sir: Sullivan, Ill. Master Harold Wheeler, My dear Son: Chicago, Ill. Mrs. A. C. Stevens, Dear Madam: Portage, Wis.

3. Body of the Letter.

(Marginal Line.)

My dear Mother:

I arrived safe last evening at 7.30. We had a very pleasant ride by stage from Bradford, where we left the train.

School will not open until Wednesday, so I shall have plenty of time to get settled before I have to take up my books.

I will write you my impressions of the school in my next letter.

4. Conclusion.

Parts: Complimentary Close; Signature.

PERSON ADDRESSED.	FORMS.
1. Stranger.	Yours truly, A. Weston. Yours respectfully, Mrs. A. S. Trude.
2. Relative or friend.	Your affectionate mother, Jane Weston. Sincerely your friend, Will Carleton.

LETTER-WRITING.

5. Superscription.

Miss Grace Hawthorne,
5298 Drexel Boulevard,
Chicago,
Ill.

Special Forms.

KIND.	FORM.
1. Letter of Invitation.	Mr. and Mrs. Palmer request the pleasure of Mr. Harding's company at a social gathering next Wednesday evening at 8 o'clock. 3397 Michigan Ave., Mar. 6.
2. Letter of Acceptance.	Mr. Harding has much pleasure in accepting Mr. and Mrs. Palmer's invitation to a social gathering next Wednesday evening at 8 o'clock. Auditorium Hotel, Mar. 6.
3. Letter of Regret.	Mr. Harding regrets that the unavoidable necessity of being absent from the city on that date makes it impossible for him to accept Mr. and Mrs. Palmer's invitation to a social gathering next Wednesday evening at 8 o'clock. Auditorium Hotel, Mar. 6.

General Directions.

1. Place of Beginning.

PART.	WHERE BEGUN.
1. Heading.	A little to the left of the middle of the page, and on the first line.
2. Introduction.	On the marginal line at the left of the page, and on the second line below the heading.
3. Body of the Letter.	On the line following the salutation, and under its last letter.
4. Conclusion.	Near the middle of the line following the body of the letter.

2. Use of Capital Letters.

PART.	WHERE USED.
1. Heading.	At the beginning of every important word.
2. Introduction.	At the beginning of every important word.
3. Body of the Letter.	In every case where they would be used in other forms of composition.
4. Conclusion.	At the beginning of each line.
5. Superscription.	At the beginning of every important word, as in the Address.

3. Punctuation.

MARK.	WHERE USED.
1. Colon.	After the Salutation.
2. Period.	At the end of the Heading, Address, Body of the Letter, Conclusion, and Superscription.
3. Comma.	After each item except the last in the Heading, Address, Conclusion, and Superscription.

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